



General Education Assessment Report: *Language*

A study of data from Spanish language courses in the Semester of Spring 2016

GE Language

Learning Outcomes for the Language requirement:

- Understand simple phone conversations, announcements and media reports, and face-to-face dialogue using learned material
- Engage in a variety of communicative tasks in social situations, ask and answer questions using learned materials, and participate in conversations about topics beyond the most immediate needs.
- Recognize sufficient vocabulary when reading at the intermediate level and consistently read texts dealing with a variety of basic and social needs.
- Write short, simple passages with accuracy, expressing present time and at least one other time frame.

Overview of requirement:

This requirement aims to give students a functional proficiency in listening, speaking, reading and writing in a language other than their own. The goal of this requirement is not only for students to gain competency, but also to encourage a global worldview through the ability to engage with those who speak another language

Courses fulfilling the Language requirement:

The courses below represent the last courses in the sequence which will indicate completion of the requirement:

CHIN 251 Second-Year Chinese I (4)

FRE 251 Second-Year French I (4)

FRE 282 Intensive French II (5)

GER 251 Intensive German II (5)

GRE 320 Intermediate Greek (4)

HEB 502 Intermediate Biblical Hebrew I (4)

ITAL 251 Second-Year Italian I (4)

JAPN 251 Second-Year Japanese I (4)

SPAN 251 Second-Year Spanish I (4)

SPAN 282 Intensive Spanish II (5)

Methodology

Student Sample

Data was collected from SPAN 251.01, 251.02, and 251.03, 3 sections of Second-Year Spanish I. A total of 55 students' work was assessed: 2 freshmen, 6 sophomores, 17 juniors, And 30 seniors.

Assignment/Rubric

Final Oral Exam

The oral exam is an interview between the instructor and the student. It consists of questions posed by the instructor about different topics. These topics include the student's life, past and present experiences, as well as future, par example discussions about what they will do after graduation, their careers and ideal jobs; contemporary social/political events discussed in class such as immigration, environment, etc. The students should be able to discuss as well as to express emotion, concerns, and opinion about these topics.

The interview is individual (exceptionally could be with a partner). The duration is 10 to 15 minutes and it is performed out of class time.

Rubric: SPAN 251 Oral Comprehension Assessment Rubric

Based on ACTFL "Intermediate Mid" Standards

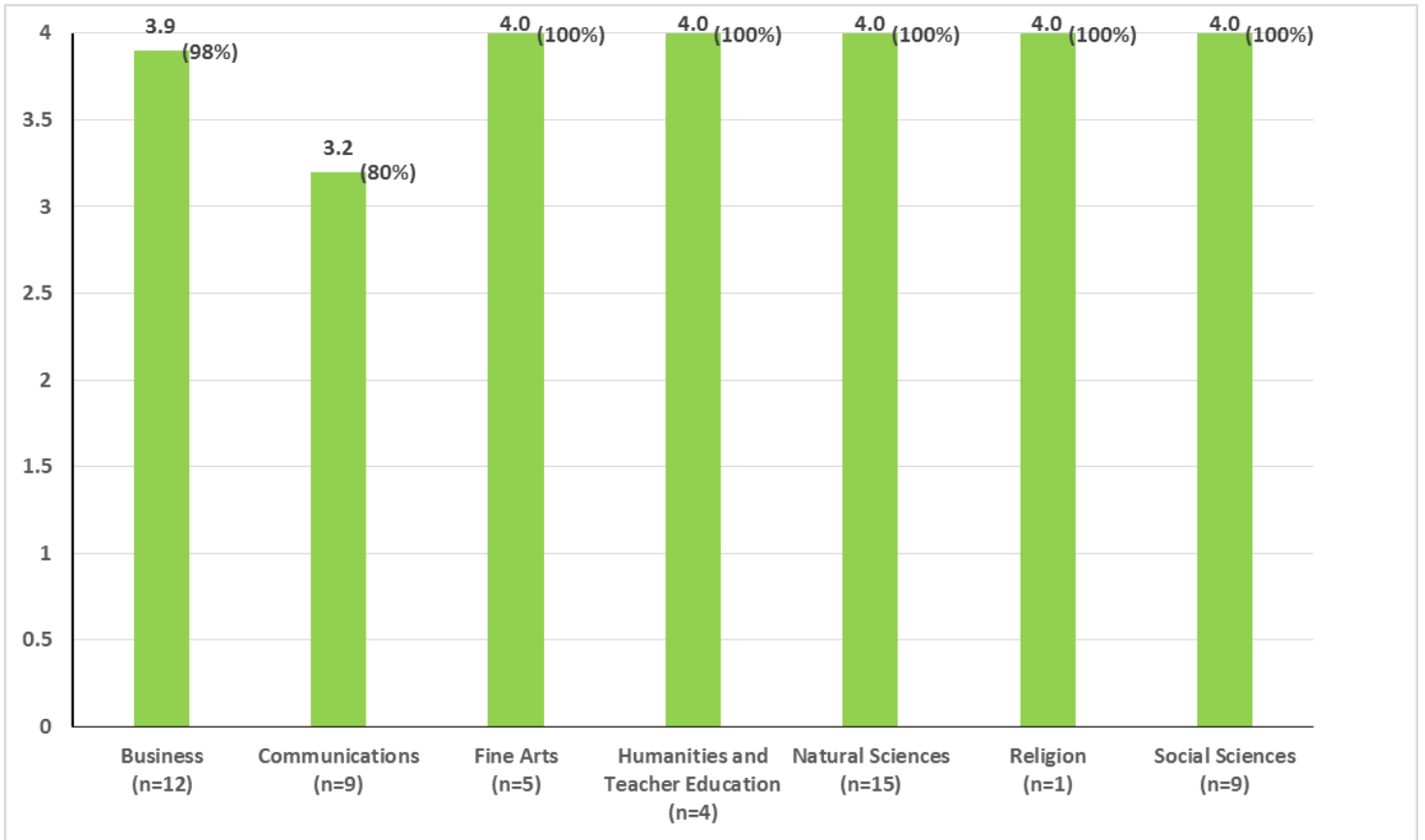
	4	3	2	1
Oral Comprehension Score (PLO 1)	<p>Able to understand questions and follow the conversation at a natural pace. Does not require adjustments. Able to sustain the conversation. Exclusive use of Spanish language. Responses are always appropriate. Conversation flows smoothly and naturally; it sounds natural, spontaneous, unbroken. Expression is as grammatically correct as can be expected for the level. Uses variety of time frames (present, past, future), pronouns, and word connectors to formulate relative complex sentence structures. Knows and uses precise words for the situation and/or is able to paraphrase. Pronunciation is very good for the level; does not impair communication. Rhythm and intonation are good for this level.</p>	<p>Able to understand most questions and can comment without difficulty. Occasional need for clarification. Responses are mostly appropriate. Conversation generally flows smoothly. Communication is continuous with slight pauses. Grammatical errors are more numerous but do not substantially impair communication. Generally good control of all grammatical constructions Uses variety of time frames (present, past, future), pronouns, and word connectors to formulate relative complex sentence structures. Misuses words occasionally; have difficulty paraphrasing when "stuck." Pronunciation errors tend to be minor and interfere only minimally with comprehensibility.</p>	<p>Able to understand very simple questions only. Frequent need for clarification and explanation. Responses are at times inappropriate. Conversation does not flow well. Slow and hesitant communication. Grammatical errors are numerous and serious enough to noticeably impair communication. May not use a variety of time frames. Complex structures are avoided or inaccurate but meaning accurately expressed in simple structures. Very limited vocabulary for this level; uses English. Unable to paraphrase when necessary. Pronunciation is fairly weak and impedes comprehensibility.</p>	<p>Frequently misunderstands and needs repetition, or slowed down and rephrased speech. May answer the wrong question. Responses are inappropriate. Conversation does not flow. Long pauses. Halting and broken communication. Grammar seriously impedes comprehensibility; basic errors are excessive for this level. Vocabulary is clearly inadequate for this level. Major errors (e.g., poor vowel/consonant production) are excessive for this level.</p>

Preliminary Data Analysis

The following trends were identified in the data:

- Students from all divisions scored relatively well, with mean scores of 3.2 and above on a 4 point scale. All divisions except Communications had a mean score of 3.9 or 4.0.
- Female students scored slightly higher than male students, with a mean of 4.0 in comparison to 3.7, respectively.
- White and minority * students scored relatively the same, with a very slight difference: minority students had an average score of 3.9, while white students scored 3.8 on average.
- Freshmen and seniors scored the highest, both with average scores of 4.0. However, the n for freshmen is very small (2), so the results may not be reflective of freshman students in Language GEs as a whole. This may be because SPAN 251 is the last course in the GE language sequence; students who are at that level as freshmen may already have significant Spanish language skills.
- Distribution of scores: the vast majority of students sampled (92%) scored a 4 on this evaluation.

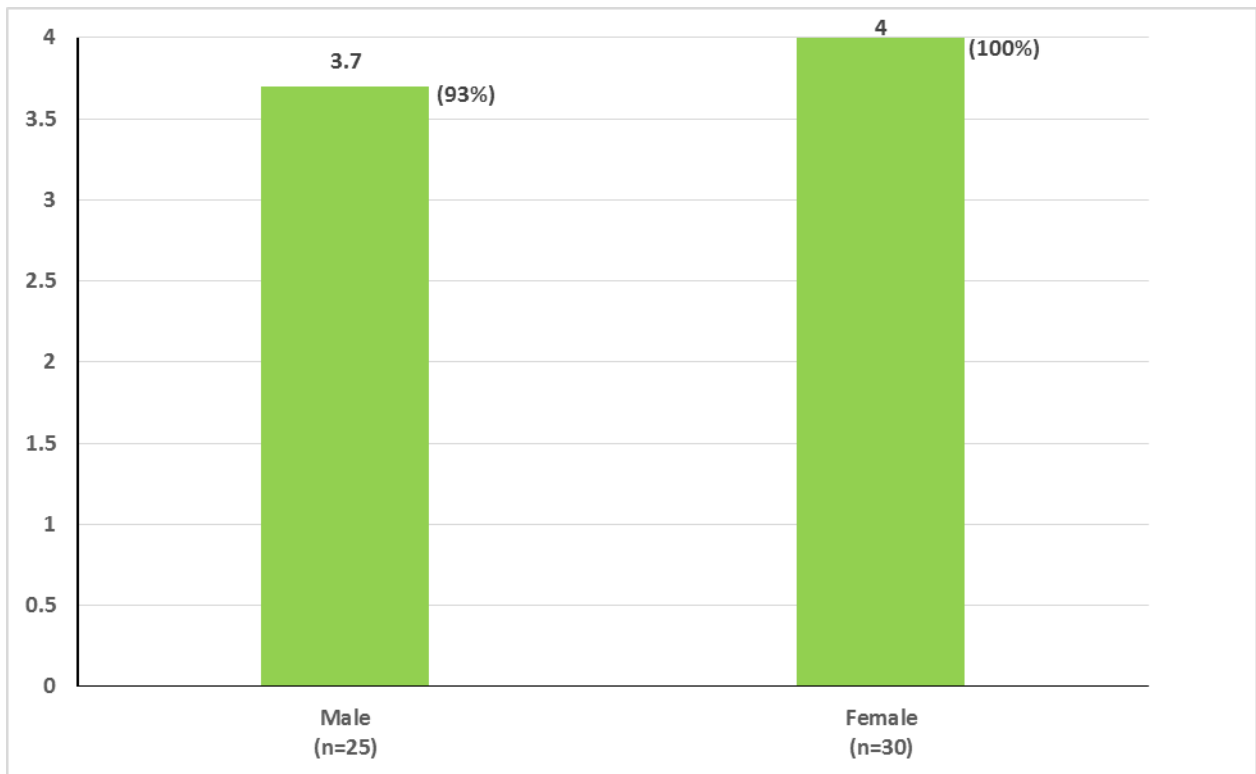
Average Score by Major Division



Scale: 0-4 for the dimension Oral Comprehension.

Major Division	Number of Students	Average Score
Business	12	3.9
Communications	9	3.2
Fine Arts	5	4.0
Humanities and Teacher Education	4	4.0
Natural Sciences	15	4.0
Religion	1	4.0
Social Sciences	9	4.0
Total	55	3.9

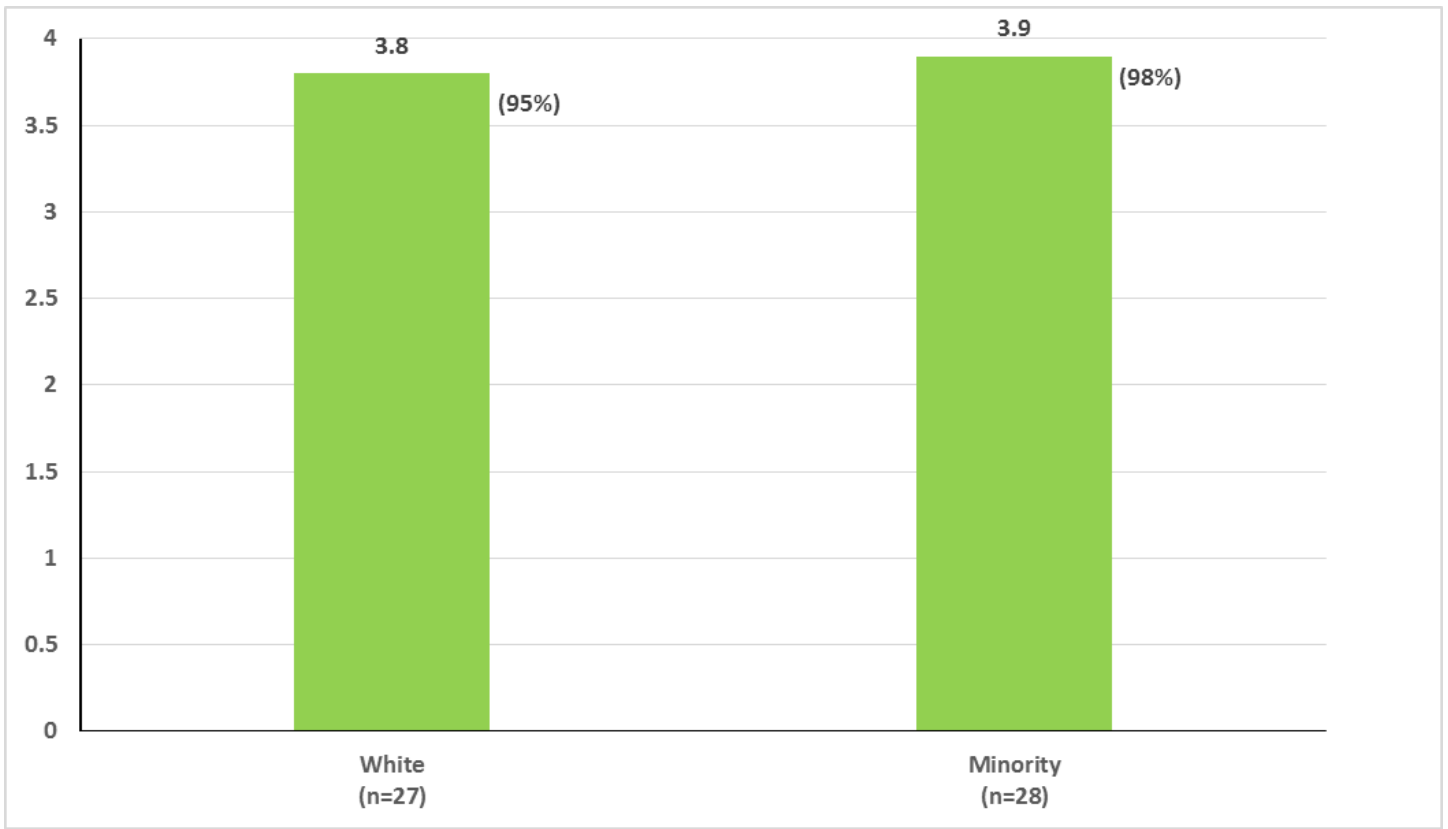
Average Score by Gender



Scale: 0-4 for the dimension Oral Comprehension.

Gender	Number of Students	Average Score
Male	25	3.7
Female	30	4.0
Total	55	3.9

Average Score by Ethnicity

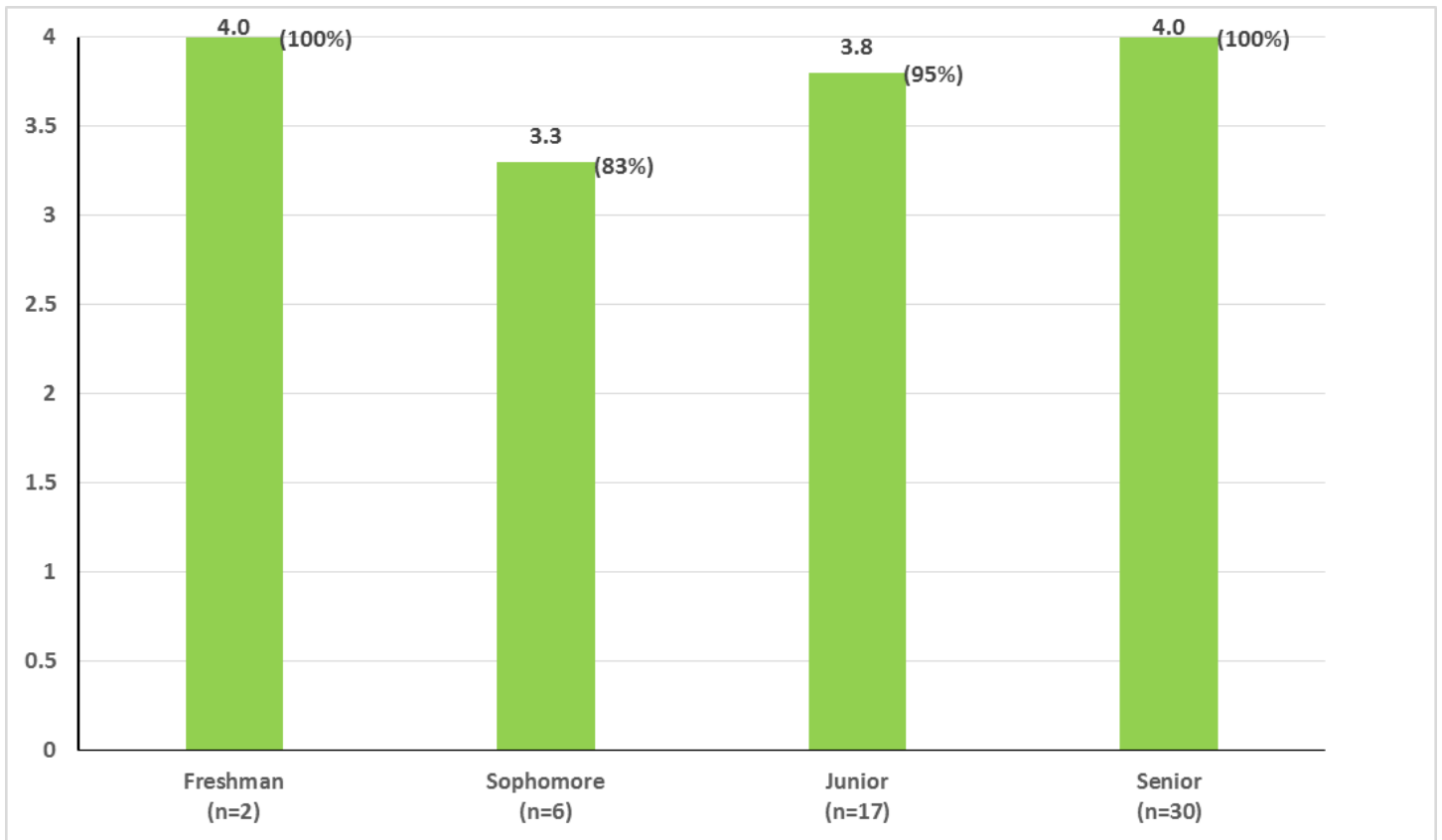


Scale: 0-4 for the dimension Oral Comprehension.

Ethnicity	Number of Students	Average Score
White	27	3.8
Minority*	28	3.9
Total	55	3.9

*The following minorities were categorized under the ethnicity “minority” to protect the identities of students from course with small enrollment: “Hispanic or Latino,” “American Indian or Alaska Native,” Asian,” “Black or African American,” “Native Hawaiian or Other Pacific Islander,” “Two or more Races,” and “Race/ethnicity unknown.”

Average Score by Class Level



Scale: 0-4 for the dimension Oral Comprehension.

Class Level	Number of Students	Average Score
Freshman	2	4.0
Sophomore	6	3.3
Junior	17	3.8
Senior	30	4.0
Total	55	3.9

Distribution of Scores

n= 55

	4 (4 pts)	3 (3 pts)	2 (2 pts)	1 (1 pt)	Mean	Mode	Stdev
Oral Comprehension	50	3	1	1	3.855	4.000	0.524

