

PET FORM
Planning and Evaluation Tracking
(2011-2012 Assessment Period)

Division of: **Arts and Sciences**

Person Responsible for this Division: **Jerry Moller**

Department of: **Modern Languages**

Person Responsible for this Form: **Dr. Daniel Ferguson**

Purpose Statement (With Last Updated Date):

Foreign language students will acquire both traditional and on-line instruction to prepare for transfer and enhance work opportunities (Last Reviewed Fall 2011).

Goal Statement #1:

Certify quality instruction and academic support services (*AC Strategic Plan through 2015: Strategy 1.3*).

Goal Statement #2:

Expand student success (*Achieving the Dream/No Excuses Goal 1*).

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

70% of the students enrolled in a first semester foreign language course, upon completion of the first semester, will be able to write the target language at the next level beyond the course in which they enrolled based upon the proficiency guidelines formulated by the American Council on the Teaching of Foreign Languages (*AC Strategic Plan through 2015: Task 1.3.1*).

Results (Provide Numbers and Percentages for Quantitative Data)

The target section is the written portion of the final exam for Spanish 1412. A writing sample was chosen as opposed to response questions or multiple choice questions due to the fact that writing incorporates more elements of language acquisition than the components mentioned earlier.

The following scores are broken down into classes (face to face only) and are listed by class and score. This sample represents the Spring 2012 semester. (The online sections do not have a final exam due to the nature of the course. The online courses are cumulative and based on the total number of points accumulated throughout the course.)

1411-04: 1-100% 5-90% 80% 2-70% 1-60%

1412-02: 3-90% 2-80% 2-70% 1-60%

The instructions for the written portion of the final exam:

La última celebración Think about the last celebration that you attended. What was it? What happened? Anything unusual? Write a paragraph describing what happened during this celebration. Include some of the things that you used to do when you went to parties in your younger years, any highlight how some of these things are different from the last celebration you attended. Be as creative as possible, and pay attention to the combinations of the preterite and the imperfect.

(5 pts. for vocabulary + 5 pts. for grammar + 2 pts. for style and creativity)

- Analysis

Provide Previous Data/Result Analysis

The scores represent a percentage and roughly represent one mistake for each deduction or better said, that each mistake in writing the paragraph in the target language (Spanish) carries a penalty of about 10 percent. In a second semester course like this one, scores under the 60% score are rare due to the knowledge gained in the first semester course. As seen in the above sampling a score of 100% meaning no mistakes at all in a half to one page written sample is not common.

These scores are indicative of an average class. The few that scored 100% are exceptional students. The students who scored in the 90% range are above average and this group usually does not have this high number. Of course, the aim would be to have everyone to score in the 80% or higher range to ensure learning and favorable outcomes but this goal is seldom met in a foreign language class.

Conclusion: These scores represent an average class and are in the acceptable range. Also, the grammar point being tested (preterite or concluded actions versus the imperfect tense) represent one of the most difficult and challenging grammar points, both for speakers of Spanish and non-Spanish speakers.

- Improvements

- List any Improvements Made in the **2011-2012** (Last Academic) Year Based on the **2009-2010** PET Results:

NA – New Goal/Outcome

Evaluate Why Improvements Were Successful/Were Not Successful:

NA – New Goal/Outcome

- Provide the Budget Information Needed to Make Past Improvements (Cost/Details):

NA – New Goal/Outcome

- Recommendations/Actions for **2012-2013**

- Person Responsible (Who will complete the action?):

John Gladstein

- Action Plan:

In order to improve on the scores for the Spring 2013, it may be wise and prudent to

1. Plan to spend more time on this chapter than the normal two week time span given to cover and test each chapter. A two and a half week time span for this chapter would be acceptable and would allow more time for extra stress on this section.
2. Use outside sources, such as exercises and paragraphs from other text books.
3. Use Web Sam, an online workbook available to students on the Vistas Supersite, for additional exercise and practice with this challenging grammar point in order to improve scores.

- Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):

Fall 2012 for #3 above. Spring 2013 for #s 1 and 2.

- Budget Information Needed for Future Action (Cost/Details):

NA
