

## Learning Goals: Foreign Language, Writing and Reading

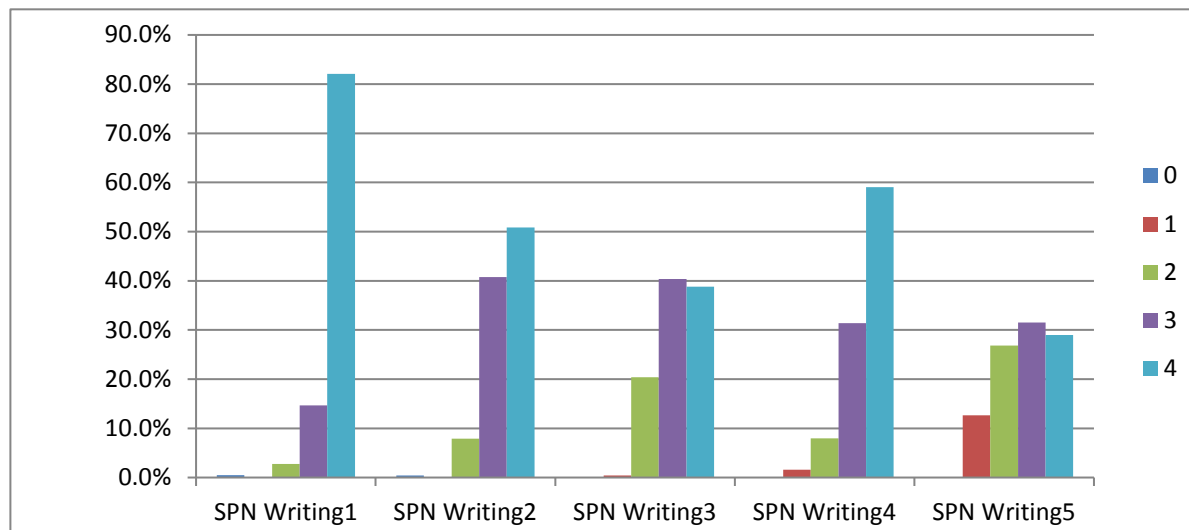
**Date:** Fall 2015

**What was assessed:** 311 Work products from in-class exams in SPN 102 (2 sections) , SPN 120 (7 sections), and SPN 201 (12 sections)

**How it was assessed:** by 7 faculty members using a departmental-developed rubric

### Spanish Writing Results: SPN 102, 120, 201

Spanish Writing		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
SPN Writing1 Content	99.5%	96.8%
SPN Writing2 Organization	99.6%	91.7%
SPN Writing3 Vocabulary: Variety	99.6%	79.2%
SPN Writing4 Vocabulary: Proper Use	98.4%	90.4%
SPN Writing5 Grammar	87.3%	60.5%



### Summary:

- Looking at the percentage of work products scoring a three or higher, student performance was lowest on SPN Writing5 Grammar and highest on SPN Writing1 Content.
- There was a statistically significant difference between the mean scores of male vs. female students for SPN1, SPN3, and SPN5 such that work from females was scored higher than work from males.
- There was a statistically significant difference in the scores of transfer students vs. non-transfer students on SPN2 and SPN3, with transfer students scoring higher.
- There was a statistically significant difference between the scores of honors vs. non-honors students on SPN4 with Honors students scoring higher.
- There was a statistically significant difference between credit-hour groups for SPN Writing5 such that freshmen scored the highest followed by seniors, sophomores, and finally juniors.
- There was no statistically significant differences between the means, medians, and score distributions of ethnicity groups.

### Spanish Reading Results: SPN 120

Spanish reading scores were provided by the department for SPN 120. The 284 scores were a summed number of correct responses to a 5-question set of multiple choice test questions. The distribution of those scores was: 1 correct, n=1; 2 correct, n=5; 3 correct, n=29; 4 correct, n= 81; 5 correct, n=168.

For additional discussion of these findings, see the 2016 Annual Report at <http://www.uncw.edu/assessment/general/findings.html>.