

Initiative Report for LLC 2009-10

Online Language Program Assessment Using Nationally Normed Test

Summary:

Both the Spanish and French programs propose to use the online STAMP (Standards-based Measurement of Proficiency) to measure student learning at different points in their language study programs, and to compare LCC student scores with those of their postsecondary counterparts across the USA.

Description

AVANT Assessment, a spinoff company and partner of the University of Oregon's Center for Applied Second Language Studies, has developed a nationally-respected, web-based, adaptive test of foreign language assessment. The assessment tool is used by students on computers with headsets, which allows their speaking performance to be recorded and sent out for assessment; the online writing test also allows writing to be directly assessed. The assessment tool benchmarks student proficiency on a nationally-normed performance scale with 9 levels. Students receive individual results for each test section as well as an aggregated score. Lane instructors of Spanish and French would receive their students scores and be able to (1) assess the progress in student learning from one course to another and (2) compare students scores at particular levels to nationally-normed scores from other postsecondary institutions.

The Language Computer Lab (CEN 451) is a facility which would allow a high number of students to take the test during finals week. With the purchase of about 10 additional headsets, the lab could accommodate up to 30 students in a single (1+ hour) test session.

The Spanish program will focus on a value-added proficiency assessment of second year classes, comparing incoming 201 students with exiting 203 students. This approach anticipates testing about 90 SPAN 203 students this Spring, 2009, and about 120 SPAN 201 students in Fall 2009.

The French program plans an end-of-year assessment of both levels, 103 and 151 (semi-intensive 2-term course), and 203, for Spring 2009.

Aggregate test scores will provide program level data for improvement of the curriculum, and proficiency data for transfer students who continue their French studies at four year institutions. In addition, the test allows internal comparisons of 2 different first-year teaching/learning formats: semi-intensive French (14 credits/2 terms) with traditional French instruction (15 credits/3 terms), useful information as the college reviews a range of innovative teaching/learning options across the curriculum.

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

- 1. How does it continue the achievement of those goals?**
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

How is this initiative linked to the efficiencies and productivities plans you had last year?

- 1. How does it continue the achievement of these plans?**
- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

Online assessment continues the language departments goal to improve our programs to prepare our students to their full potential. It gives us a baseline from which to work in the future. With a baseline we can measure progress every year and close the loop by administering change as indicated.

The online test addresses the outcomes, goals and objectives for each level of Spanish and French taught here at Lane. It is a national-normed tool we can use to identify strengths and weaknesses and, with the implementation of change, make our classes better and fill gaps that might exist in our present programs.

Describe the resources needed:

Spanish Program:

Online assessment of approximately 120 SPAN 201 students at the cost of 15.75 each.
Total = \$1,890.00

Online Assessment of approximately 90 SPAN 203 students at the cost of 15.75 each.
Total = \$1,417.50

GRAND TOTAL FOR SPANISH \$3,307.50

French Program:

Online assessment of approximately 30 FR 203 students at the cost of 15.75 each (spring term) Total \$472.50

Online assessment of approximately 100 FR 103 students at the cost of 15.75 each (fall term) Total \$1,575.00

GRAND TOTAL FOR FRENCH \$2,047.50

Computer Lab resources needed:

10 head sets with microphones @ \$20 each: Total \$200.00

GRAND TOTAL FOR LANGUAGES \$5,555.00

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

The adaptive online assessment procedure is a measurement of the levels of achievement of language students according to the standards created and endorsed by ACTFL, the American Council of Teachers of Foreign Languages. The STAMP tests places students on 1 of four initial levels (consistent with proficiencies expected in two-year programs). Students are placed at the Novice, Intermediate, Advanced or Superior level after taking the test. The data is then collected by Avant and returned to each student and to the instructors. The test is online and takes between 45 and 70 minutes. It is not a time-limited test.

Individual and aggregate (numerical) scores of proficiency, and sub-scores for reading, writing and speaking, will be provided for the following courses:

Spanish 201 and 203

French 151 & 103 and 203

Department Priority:

2

Unit Resources:

The LLC Division/Language Department has a computer lab of 35 computers in Center 451 that can be used for this purpose during one or two weeks in late May or early June. A demonstration from Avant Assessment has assured Languages that the test is easily accessed from the computer lab. The department would need to invest in about 10 more headsets to accommodate a full class simultaneously taking the STAMP test.

Funding Request: Carl Perkins

Funding Request: Curriculum Development

Funding Request: Technology Fee

1. Category of request

- **Maintain existing technology**
- **Increase student access to technology**

- **New technology**

Please type in the category of the request in the field below.

New web-based technology for online testing

2. Campus location

- **Main Campus**
- **Downtown Center**
- **Florence**
- **Cottage Grove**
- **CLC (list specific locations)**

Please type in the location of the request in the field below.

Main Campus

3. Names of the person(s) with more information (if needed):

Fay D'Ambrosia and Susan Carkin

4a. Budget ORGN

French: 651211; Spanish: 651221

4b. Budget PROG

111000

5.How many students will benefit per year?

For 2008-09 and 2009-10 we estimate 340 students can participate in this assessment, if first and second year programs are assessed. If funding is limited to only exiting students in the 203 course in Languages, approximately 120 students would participate in Spring 2009.

6. Describe the benefit?

Students will be able to demonstrate their learning on a nationally-normed proficiency score in addition to their LCC grades when transferring into a four-year institution; students will benefit from understanding their strengths and weaknesses as determined by the STAMP test. The Language programs will have results on student progress through each program from an objective, nationally-normed and benchmarked postsecondary proficiency test. The information gained will be part of a feedback loop in each department where student learning and curriculum can be modified. The Language

Department goals are directly linked to the LCC General Education goal of communicate effectively. STAMP provides a measure of how well our students can communicate and comprehend in speaking and writing two languages; it also provides information about the quality of the Language programs. Data from the STAMP test, along with grades and other measures, can provide a clearer picture of student learning, allowing instructors in the two programs to engage in the ongoing process of program improvement.

COMPUTER HARDWARE \$

COMPUTER SOFTWARE \$

200

STAFFING \$

INSTALLATION \$

LICENSING \$

5350.00

Can this initiative be partially funded?

Yes

COMPUTER HARDWARE \$

1410.00

(CH) Explanation of effect of partial funding:

Partial funding should occur after this first test bank is administered. However, if funds are unavailable the next best plan would be quite restrictive, but allow testing of both exiting groups of second year students (Fr & Span 203). This number is estimated to be a total of 120 students; their proficiency levels would provide a limited snapshot of their exit level proficiency. This will make internal comparisons of year-to-year progress impossible, but would allow a snapshot of the proficiency of exiting students and some modest inferences to be made about program effectiveness.

COMPUTER SOFTWARE \$

200.00

(CS) Explanation of effect of partial funding:

The additional headsets with microphones are necessary to allow an entire class to be tested in a single seating.

STAFFING \$

(S) Explanation of effect of partial funding:

INSTALLATION \$

(I) Explanation of effect of partial funding:

LICENSING \$

(L) Explanation of effect of partial funding: