Annual Departmental Assessment Report (UG)

Department or Program: <u>Romance Languages</u>
Academic Year of Report: <u>2018-19</u>
Department Contact Person for Assessment: <u>David Wacks, Head</u>

Section 1: Learning Objectives Assessed for this Report

[SPAN, FREN, ITAL, RL]: These majors are not significantly different from one another except for the specific language of instruction and so we are reporting on them as a single major.

1. Speaking proficiency in target language
2. Reading proficiency in target language
3. Writing proficiency in target language
4. Listening proficiency in target language

Section 2: Assessment Activities

Students enrolled in RL French, Italian, and Spanish foreign language courses took the Avant Standards-based Measurement of Proficiency (STAMP 4S) during spring term 2018. The assessment includes sections for reading, listening, speaking, and writing skills. The assessment determines student proficiency according to the ACTFL (American Council on the Teaching of Foreign Language) proficiency scale.

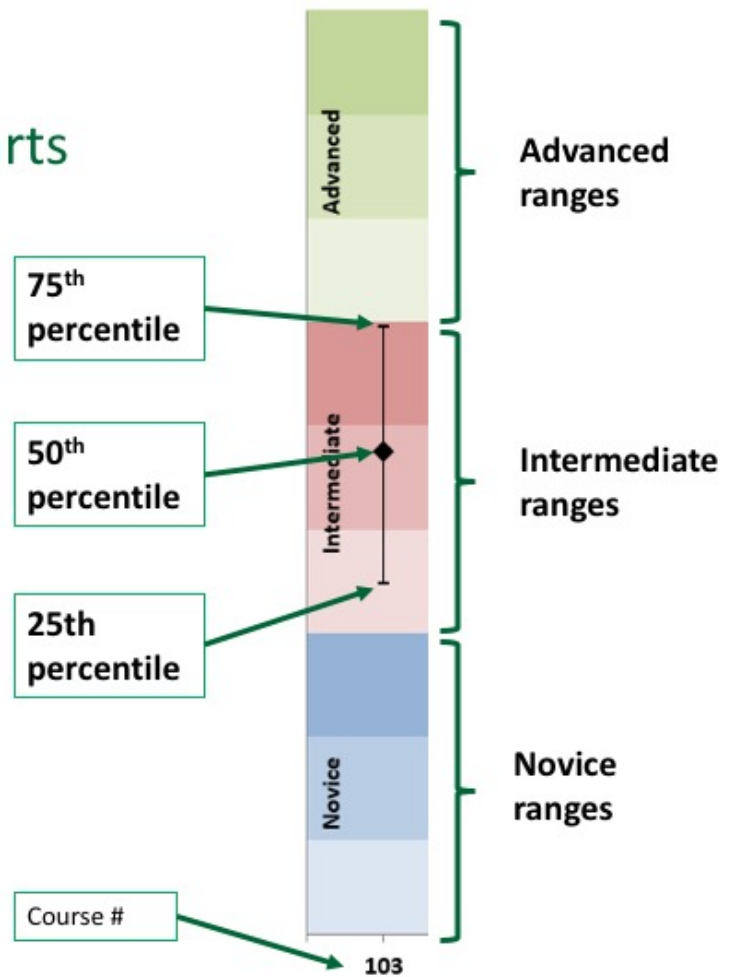**Description of Student STAMP Scores**
Scoring is done using Benchmark Levels 1-9 for Reading and Listening and Benchmark Levels 1-8 for Writing and Speaking. The levels are associated with Benchmark Categories of Novice, Intermediate and Advanced. Within each major category are three sub-levels with low, mid, and high designations. This Benchmark Scale aligns to the ACTFL scale as shown below. For more information about these levels, please refer to the STAMP 4S Benchmarks & Rubric Guide (https://avantassessment.com/stamp4s/benchmarks-rubric-guide).

Test takers receive a score (Benchmark Level) for each section of the test. The Reading and Listening items are scored automatically by the computer. The Writing and Speaking items are scored by Avant's Valid-certified raters who use a Scoring Rubric which outlines in detail what expectations are placed upon the test takers for performance at any given level. Test takers who hope to score at a specific level know the characteristics of the work they must produce to achieve that level.

The numbers 1-9 relate to the ACTFL scale in the following manner:

Reading and Listening Level Key			Writing and Speaking Level Key		
Novice	**Intermediate**	**Advanced**	**Novice**	**Intermediate**	**Advanced**
1 - Novice-Low	4 - Intermediate-Low	7 - Advanced-Low	1 - Novice-Low	4 - Intermediate-Low	7 - Advanced-Low
2 - Novice-Mid	5 - Intermediate-Mid	8 - Advanced-Mid	2 - Novice-Mid	5 - Intermediate-Mid	8 - Advanced-Mid/High
3 - Novice-High	6 - Intermediate-High	9 - Advanced-High	3 - Novice-High	6 - Intermediate-High	
				NR - Not Ratable	

Interpreting the charts

- ▶ Show the proficiency ranges for **25th** through **75th** percentile
- ▶ This represents the **middle** half of a course
- ▶ Look to see where the 25th, 50th and 75th percentile points are within a range

75th percentile

50th percentile

25th percentile

Course #

Advanced ranges

Intermediate ranges

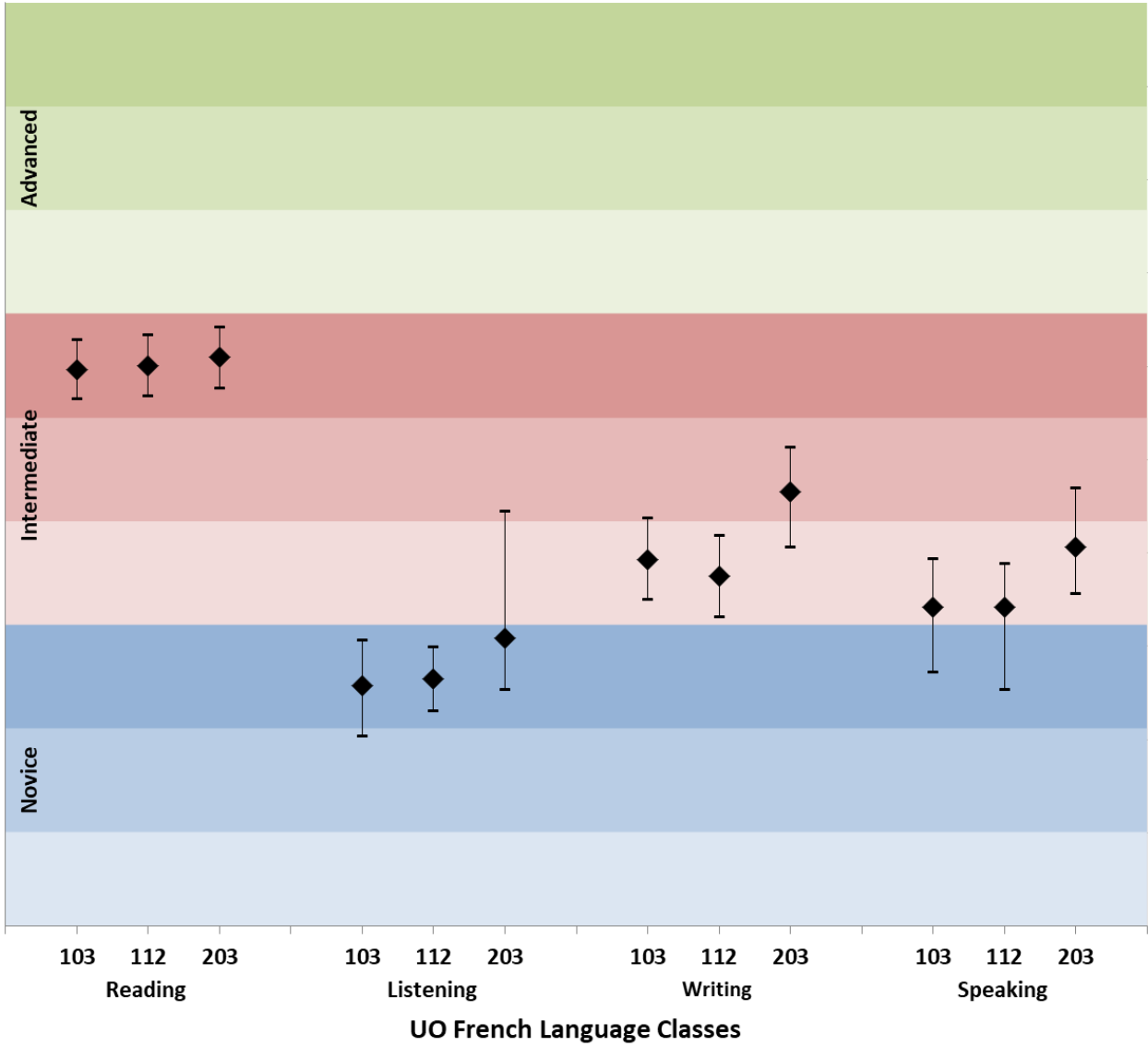Novice ranges

Advanced

Intermediate

Novice

103

The results chart demonstrate where each class tested on the proficiency scale. The vertical line represents the range of results for each class, with the bottom of the line showing the 25th percentile, the bead at the middle showing the 50th percentile, and the top of the line showing the 75th percentile. This gives a sense of how the class as a unit performed, as well as variation within the class.
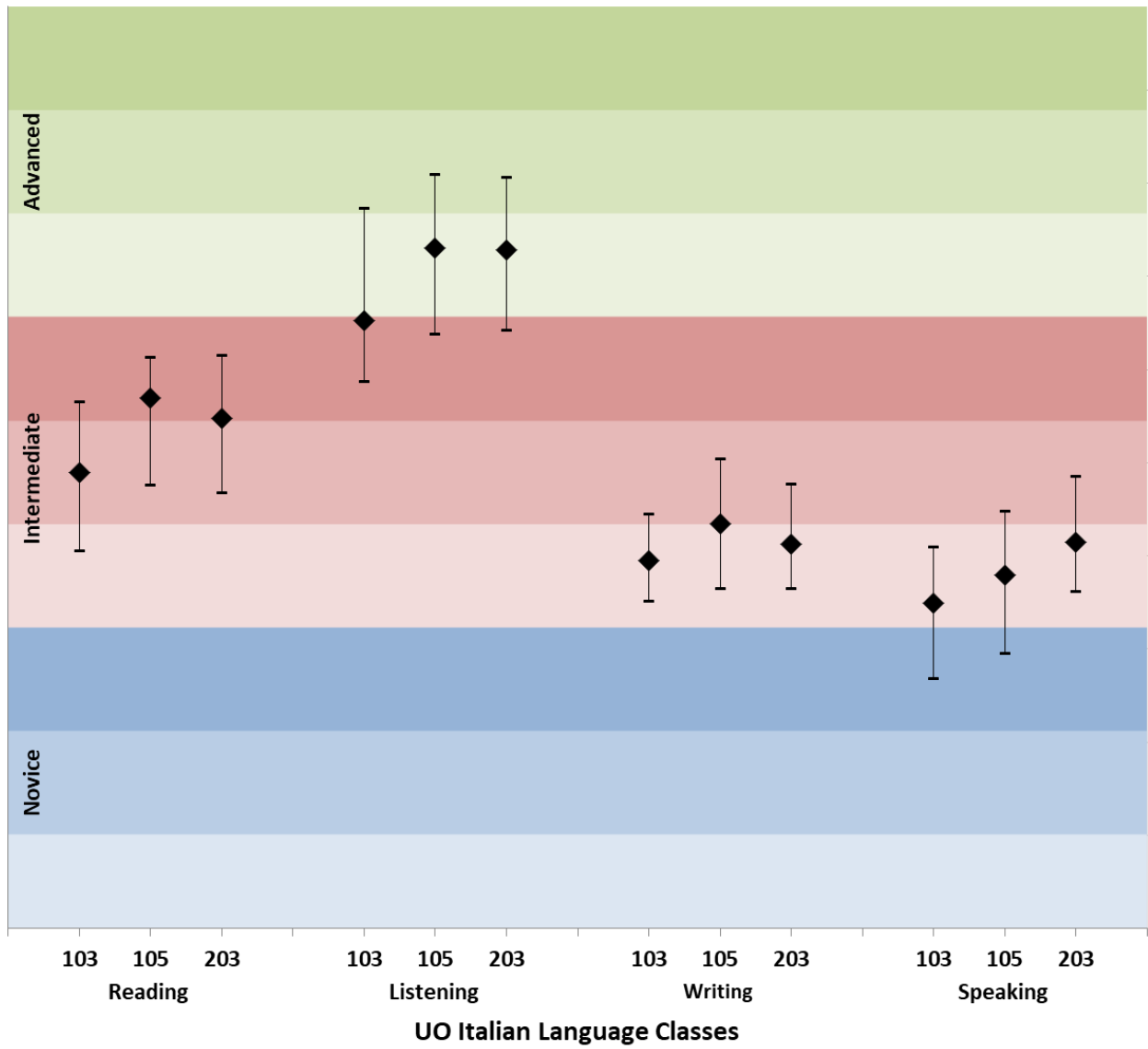
Results

UO French Proficiency Results - 2018
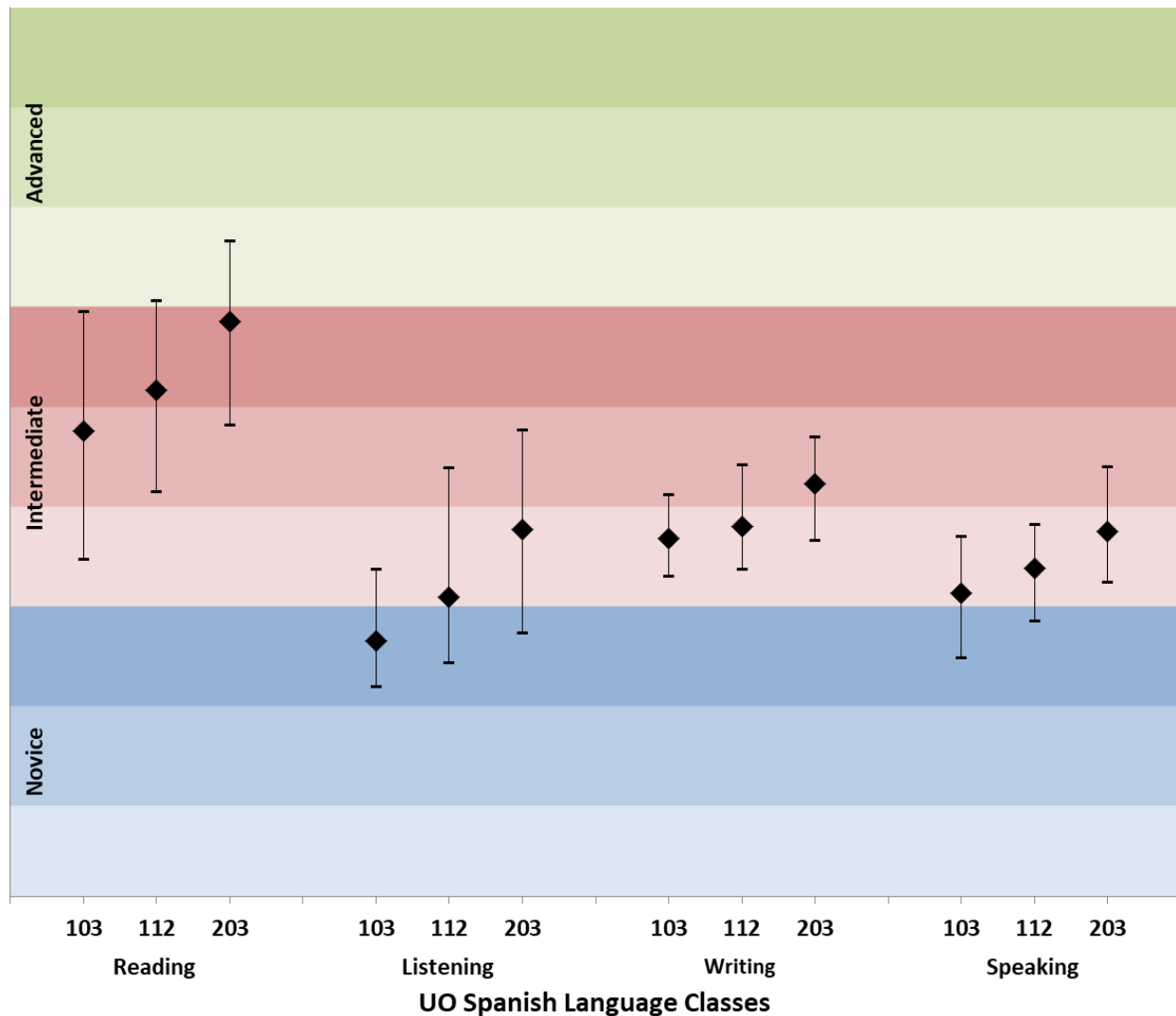Score Range showing 25th, 50th and 75th percentiles

UO Italian Proficiency Results - 2018

Score Range showing 25th, 50th and 75th percentiles

Advanced

Intermediate

Novice

103	105	203		103	105	203		103	105	203		103	105	203
Reading				Listening				Writing				Speaking		

UO Italian Language Classes

UO Spanish Proficiency Results - 2018
Score Range showing 25th, 50th and 75th percentiles

Section 3: Actions Taken Based on Assessment Analysis

The results of the STAMP test provide excellent data for improving RL's language instruction in the future. We see areas of strength, such as the very high results in Listening skills among students studying Italian, and areas for development, such as the relatively lower listening skills of students in the French program. In a more global sense, however, the test will enable RL to attune our language instruction more closely to the industry standard of proficiency rating, so that students will be in a better position to test for higher levels of proficiency after completing two years of language study.

For 2019-20, RL will do the following based on the results of the 2018 test:
1. Set goals for improvement of instruction with the aim of raising student proficiency results in challenge areas of 2018 results
2. Explore the possibility of making ACTFL OPI (Oral Proficiency Interview) available to interested students so that they may certify their proficiency levels in the target language. This would provide

students with a credential that they could present to potential employers or institutions of advanced study in foreign language.

Section 4: Other Efforts to Improve the Student Educational Experience

Briefly describe other continuous improvement efforts that are not directly related to the learning goals above. In other words, what activity has the department engaged in to improve the student educational experience? This might include changes such as curriculum revisions, new advising approaches, revised or new co-curricular activities, etc. Describe the rationale for the change(s) and any outcomes resulting from the change(s).

(1) Specialized content-area language classes: (SPAN 203)
Beginning in 2019 RL will be piloting specialized second-year language classes focused on translation. Content-specific language classes have been demonstrated to boost student engagement and retainment in advanced language study.

(2) Online and Hybrid Italian language classes
Beginning in 2018 RL has begun offering hybrid and fully online language classes in first- and second-year Italian. We will be developing hybrid and fully online language classes in first- and second-year Spanish in the coming AYs.

Section 5: Plans for Next Year

Briefly describe tentative assessment plans for the next academic year. Which goals will be assessed and how? What actions will be taken as a result of this years' analysis of assessment information? What other plans does the department have to improve the student educational experience? What are the budgetary implications of any proposed actions? How will those be addressed?

RL will administer the STAMP test again in Spring 2019 for its French, Italian, and Spanish language programs in order to gather further data as to outcomes for language skills. This will enable us to compare with baseline results from 2018 and identify further challenge areas to address in 2020.

In addition, RL will identify in Spring 2019 learning goals in graduate-level coursework for assessment and in AY 2019-20 will assess graduate outcomes in order to identify areas for improvement.