Overview of Program/Discipline Reviews

Office of Institutional Research, Planning, and Assessment
Northern Virginia Community College
Discipline Review at NOVA

Foreign Languages Discipline

November 21, 2006
Requirements

Humanities:
A.A. and A.S. = 6 credits
A.A.A. and A.A.S. = 3 credits

Foreign Language:
A.A. Must Demonstrate 6 credits in Foreign Languages
Offerings

Arabic, Chinese, French, German, Greek, Italian, Japanese, Latin, Russian, Spanish, and Vietnamese
Goals

In the core courses, the goals are broad and include the following five components:

• Listening comprehension
• Speaking
• Reading
• Writing
• Knowledge and understanding of culture
Why Discipline Review?

1. Improvement

2. Accountability
SACS Principles of Accreditation

3.3.1 – Institutional Effectiveness:
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes; administrative support services; educational support services; research within its educational mission, if appropriate; community/public service within its educational mission, if appropriate

3.4.1 – Program Outcomes and Learning Outcomes:
The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

3.5.1 – General Education Goals:
The institution identifies college-level general education competencies and the extent to which graduates have attained them.
Who will use the findings?

- Faculty and staff involved in the program/discipline
- Other faculty and staff
- Assessment team
- Institutional leaders
- Current students and their parents
- Prospective students and their parents
- Alumni
- Prospective employers
- Accreditation organizations
- State and federal agencies
- Legislatures
Part One - Productivity and Administrative Evaluation

Data from the OIR

I: Discipline Profile

II: FTES: FTEF Ratios
Data from the OIR Web Site

OIR Planning Site:
http://www.nvcc.edu/depts/planning/oirdata.htm

Grade Distribution by Discipline
Grade Distribution by Course (section collapsed)
Grade Distribution by Campus by Course
Success Rates by Discipline
Part Two
Review the Discipline Goals & Objectives

- Review discipline goals
- Consistent with mission, program offerings, serving needs of community
- General Education goals being met
- Compare with offerings from other schools
Review the Curriculum
Course Content Summaries

- Course goals
- Course objectives
- Course learning outcomes
- Assessment tools
Review the Curriculum (cont.)

- Courses logically sequenced
- No duplicate content
- Emerging issues in the field
- Offerings at other campuses
- Through ELI, Hybrid
- Strengths and weaknesses of the curriculum
Review the Resources

- Classrooms, labs, facilities, LRS, equipment and supplies
- If inadequate, make recommendations
Placement Testing

- Evaluate the Placement Test used
Teaching Mode

- Evaluate instructional modalities. Describe effective or ineffective ones.

- If distance education, hybrid courses – describe here
Academic Advising

Whether students are getting appropriate advice:

- Advice about course placement
- Advice about transferring courses
- Advice about employment
Start Writing

- Goals of the discipline
- Describe courses
- Course Content Summaries
- Campuses that offer the courses
- Current students
- Teaching methods
- Significant developments since last evaluation
- Emerging trends in the discipline
Part Three
Assessment - Getting Started

- Two Levels
  1. Program Outcomes
  2. Learning Outcomes
Program Outcomes

- Program outcomes generally associated with accountability reporting, aggregate statistics on groups of students and are institutional outcomes.
- They are output measures.
- Examples – graduation rates, retention rates, transfer rates, employment rates.
Student Learning Outcomes

• Evaluating the goals of the course/program/discipline
• What do students know that they did not know before?
• What can they do that they could not do before?
• Examples – Portfolio, capstone courses, exhibits, etc.
• Some of the program outcomes and learning outcomes measures might overlap
Examples of Assessment Methods

Direct Measures:
Students demonstrate what they know or can do
- Assessments in a capstone course
- Course-embedded assessment
- Tests and examinations
- Portfolios
- Pre-test/post-test comparisons
- Exhibitions
- Clinical evaluations
- Papers, oral presentations
- Videotaped or audiotaped performances or simulations
- Observations of students in case studies or problem solving
- Results of appropriate licensure exams, if any
Examples of Assessment Methods (cont.)

Indirect Measures:
Students or others report on student learning:
- Survey and exit interview of students
- Surveying of alumni
- Surveying of employers
- Success of students in four-year institutions
- Success in careers and employment
- Student satisfaction surveys
Measuring Student Learning Outcomes – Course-Embedded Approach

Course Embedded Assessment:

- Utilizes what we are doing in the classroom
- Faculty-driven assessment
- Faculty can utilize the results of assessment to improve teaching and student learning
- Has simple steps
Assessment Plan for Foreign Languages Discipline

• Purpose of the Discipline:
  
• Course Goals or Objectives/ Student Learning Outcomes (from the Course Content Summary)
  – List the student learning outcomes for Course 1, Course 2, etc. (Use the Course Goals to develop these)
  
• Assessment of Learning Outcomes
  – What assessment tools/ measures used (direct or indirect measures), including what kind of data was collected and how it was collected.
Writing Student Learning Outcomes

• Knowledge, skills, abilities, or attitudes that student will have gained by the end of course/program. Describe what students will do – not content, activities or hours.
• Use action verbs
• Write in a language that student will understand.
• Make sure that SLO is something that can be assessed.
• Hint: Sometimes it’s easier to start backwards by thinking about major assessments in the course. Make a list of major assignments.
• For most courses, you should have 3-6 SLOs.
## Writing Student Learning Outcomes - Action Verbs Used

<table>
<thead>
<tr>
<th>Identify</th>
<th>Name</th>
<th>Distinguish</th>
<th>Define</th>
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<tbody>
<tr>
<td>Describe</td>
<td>Classify</td>
<td>Order</td>
<td>Construct</td>
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<tr>
<td>Demonstrate</td>
<td>Translate</td>
<td>Predict</td>
<td>Interpret</td>
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<td>Generalize</td>
<td>Explain</td>
<td>Apply</td>
<td>Analyze</td>
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<td>Recognize</td>
<td>Specify</td>
<td>Create</td>
<td>Judge</td>
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<td>Attend</td>
<td>Volunteer</td>
<td>Participate</td>
<td>Run</td>
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<td>Hit</td>
<td>Communicate</td>
<td>Dance</td>
<td>Solve</td>
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<td>Perform</td>
<td>Evaluate</td>
<td>Speak</td>
<td>Interview</td>
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<td>Predict</td>
<td>Design</td>
<td>Locate</td>
<td>Draw</td>
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<tr>
<td>Conjugate</td>
<td>Others?</td>
<td></td>
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</table>
Course-Embedded Assessment Step by Step

1. Select the courses that you want to assess for the course-embedded assessment.

2. Select major graded assignments given in that course which are directly associated with the learning outcomes.

Examples - Portfolios, exams (written or oral), written reports, journals, simulated performances, classroom observations, interviews, papers, performances, demonstrations.
Course-Embedded Assessment
Step by Step (cont.)

3. Develop a rubric or grading scale that articulates in words how you grade the assignment. What components compose an A in that assignment? What makes up a B? Define each level.

4. Give the assignment or test this semester. Grade it using the rubric you developed.

5. Compile and share the results.

6. Incorporate the needs discovered during Step 5 into your instructional plan to make improvements. Based on this, how would you change or improve your teaching? Were you satisfied? Do you need to make changes in the assignments? What do you need from the college to improve the courses or overall program, in general?
Assessment of General Education in Foreign Languages Courses

Current Goals:
Students will develop:
1. College level communication skills
2. Skills to engage in life-long learning
3. Critical thinking and problem solving skills
4. Understanding of interpersonal and human relations
5. Quantitative skills and computer proficiency
6. Understanding of culture and society
7. A knowledge of science and technology
8. The knowledge of wellness necessary for a healthy lifestyle

New General Education Goals Approved by VCCS in 2006:
1. Communication
2. Critical Thinking
3. Cultural and Social Understanding
4. Information Literacy
5. Personal Development
6. Quantitative Reasoning
7. Scientific Reasoning
Assessment of General Education (cont.)

• Course Audit Matrix

• Program/Discipline Audit Matrix
<table>
<thead>
<tr>
<th>Goal 1: Students will develop college-level communication skills.</th>
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<tbody>
<tr>
<td>Objective 1</td>
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<td>Objective 2</td>
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<table>
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<th>Goal 2: Students will develop skills to engage in life-long learning.</th>
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<td>Objective 1</td>
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<td>Objective 2</td>
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</table>

| Goal 3: Students will develop critical thinking and problem-solving skills. |

<p>| Goal 4: Students will develop an understanding of interpersonal and human relations. |</p>
<table>
<thead>
<tr>
<th>Spanish Discipline:</th>
<th>In the space below, write in the required Spanish courses in which General Education objectives are developed. Then mark each General Education Objective developed in the course.</th>
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**Goal 1: Students will develop college-level communication skills.**

Objective 1

Objective 2

**Goal 2: Students will develop skills to engage in life-long learning.**

Objective 1

Objective 2

**Goal 3: Students will develop critical thinking and problem-solving skills.**

Objective 1

Objective 2

**Goal 4: Students will develop an understanding of interpersonal and human relations.**

I = Introduced  
P = Practiced  
M = Mastered
Final Report

- Complete the final draft of the report
- Executive Summary - Summarize the salient features of the review
- Write Action Plans
  - Recommendations
  - Rationale
  - Actions to be taken
  - Responsibility
  - Date by
Final Report (cont.)

- Cluster Dean
- Provost
- Assessment Coordinator
Final Report (cont.)

- Submit to the Curriculum Committee
- Pick two readers
- Assign date for the presentation to the Curriculum Committee
- Final presentation at the Curriculum Committee meeting
- Approval at the Administrative Council
In Summary

Review is comprehensive and should include but is not limited to:

- Description and overview
- Goals and objectives
- Curriculum – consistent with mission; serving the community needs; course content summaries; sequencing
- General Education goals
- Students
- Instructional mode
- Tests, examinations
- Resources – library, counselling, labs, classrooms, faculty, equipment, etc.
- Outcomes – program & student learning outcomes
- Significant developments since last evaluation

Final Report will have:

- Detailed Report
- Executive Summary
- Action Plans
Follow ups

- First Implementation Report – One year later
- Second Implementation Report – Six months to one year after the first implementation report
Last Review – September 1996

Assessment

• Success rates to 4-yr transfer institution
• In 1991 – National French Contest - FRE 202; similar test was given to National Spanish Test Contest Exam
• In 1994 – French placement test developed at the University of Illinois by ACT was rejected
• In Spring 1995, ETS – French and Spanish CLEP tests
Assessment (cont.)

• Most recognized test was ACTFL Oral Proficiency Interview (OPI). Test is very structured and requires specialized training on the part of tester/teacher, is time consuming and requires one-on-one interviewing.

• A modified version called Simulated Oral Proficiency Interview (SOPI) was developed by the Center of Applied Linguistics. It is easier to administer and faculty are being trained to use it.
Indirect Assessment

- Student Satisfaction with Courses

- Grade Data and Retention Patterns - Grade distribution revealed that foreign language faculty are remarkably consistent across languages and across campuses. Adjunct faculty grading is consistent with those of full-time faculty.
Instruction/Evaluation Method Used

• Variety of instructional and evaluation methods were used. This suggests that students could find faculty to meet their learning styles.
Recommendations from Last Review – September 1996

1. To pilot SOPI to assess the oral skills of students completing 202-level courses.

2. To assess student achievement in each language and for each major goal (speaking, listening, writing, reading, and culture).
Recommendations (cont.)

3. The college must provide necessary space, equipment and staff to support foreign language program on all campuses.

4. The AL, LO, MA, and WO campuses must have a separate facility, adequately staffed designated as a Language Center.
Recommendations (cont.)

5. The FL faculty and counselors must work together to maintain communication about foreign language course offerings and placement procedures.

6. The FL cluster and division chairs must work together to achieve a more coordinated, intercampus approach to scheduling and course offerings.

7. An analysis of FTES/FTEF indicates that the college must assign more full-time Spanish faculty.
Suggestions

1. OIR continues to gather course-specific transfer info from GMU and other institutions that receive a large number of students from NOVA.

2. Division Chairs from all campuses make sure that all FL faculty, full-time and part-time, comply with discipline goals and objectives and course content summaries.
Suggestions (cont.)

3. Insure that all adjunct faculty have appropriate space available during scheduled office hours.

4. Set up meetings with FL faculty and LRS staff to make faculty aware of materials available in library.
Suggestions (cont.)

5. Many students are unable to enroll for a second year of a language due to scheduling conflicts. Efforts should be made to coordinate the needs of intermediate students on a college-wide basis.

6. Consider giving release time to a FL faculty member at Annandale to manage curriculum and courses.

7. There is some concern that there may be some inconsistency in the credit and non-credit offerings and that there is potential for negative experiences.
Overall

- Program Review is enlightening
- This is what SACS expects
- Faculty own their assessment plan
- Assessment team is there to help you, not to evaluate you
- There is no penalty for unsatisfactory results
Good Discipline Review

- Gives us useful information
- Gives us reasonably accurate, truthful information
- Is fair
- Is ethical and protects the privacy and dignity of those involved
- Is systematic
- Is cost-effective
Foreign Languages

Discipline Review Team

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