

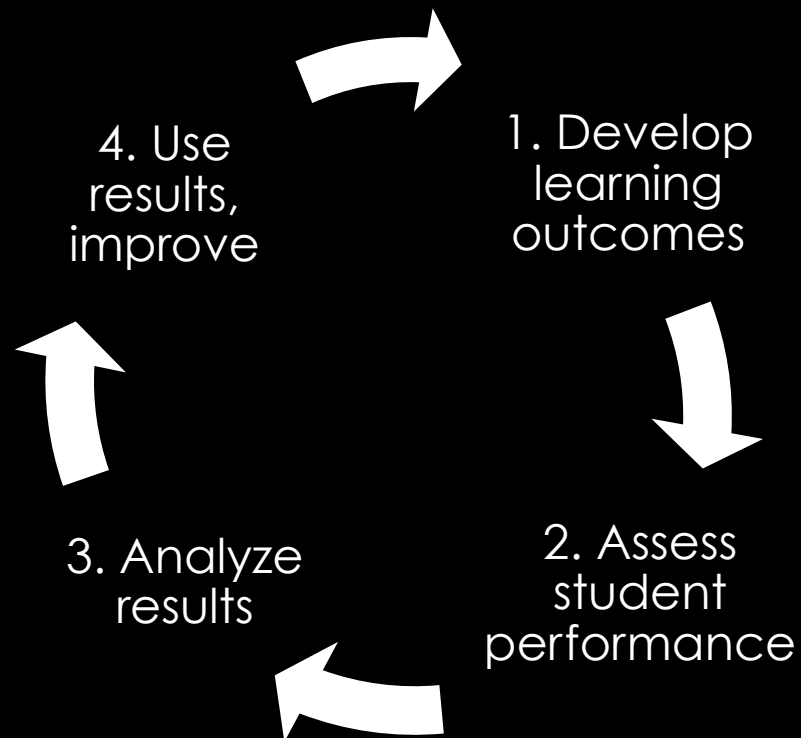


Patterns of Assessment Capacity
in Community College
World Language Programs

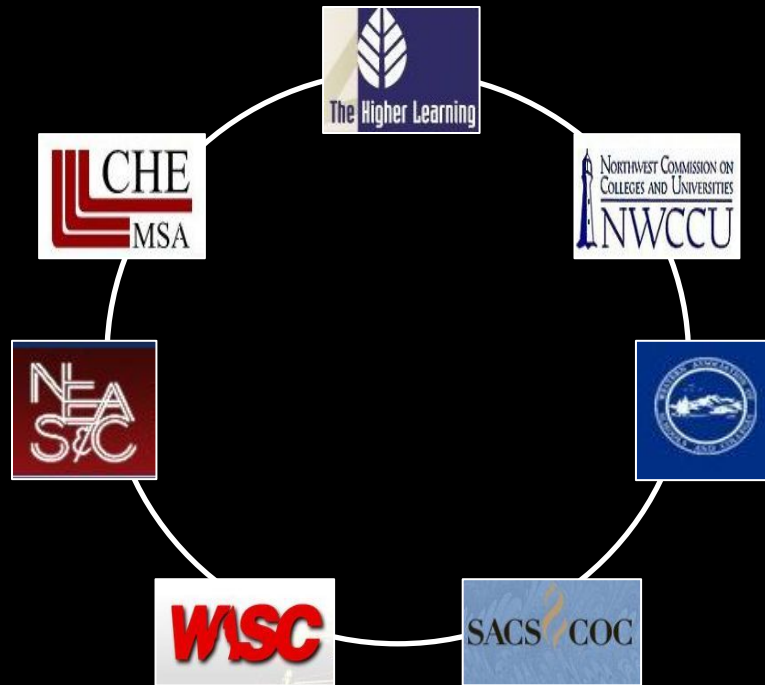
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“Assessment” = Student Learning Outcomes Assessment



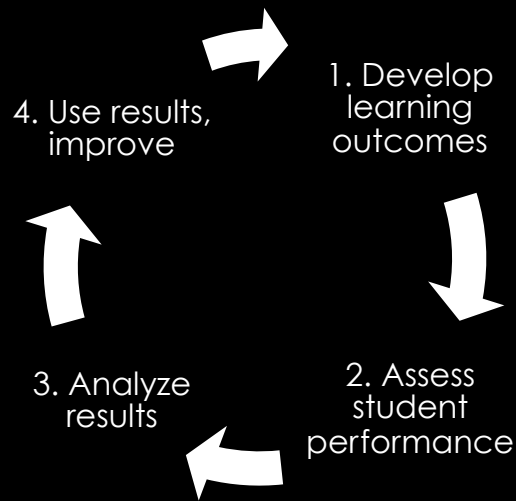
Accreditation Commissions



The main drivers of post-secondary assessment (i.e., evaluation)

Current U.S. Accreditation Framework

To become accredited, U.S. institutions must show evidence of...

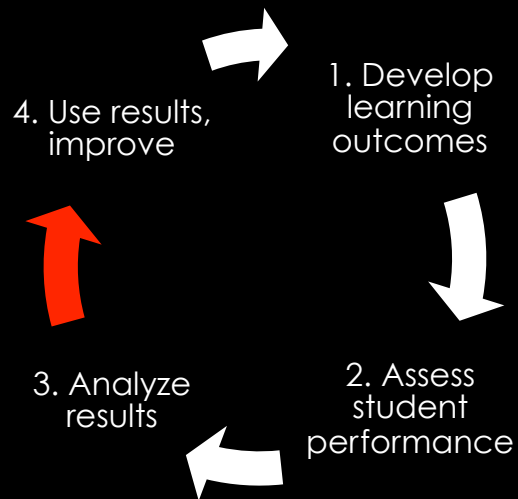


- Fulfilling institutional mission
- Achieving core purposes
- Attending to educational effectiveness
 - Assessing student learning (i.e., evaluation)

Current U.S. Accreditation Framework

Two main purposes/uses:

1. Educational improvement
2. Accountability



Known challenge: “closing the loop”

Formative Assessment Usefulness is Enhanced When...

...there is sufficient “**evaluation capacity**”

Capacity =

The extent to which an organization has the necessary resources and motivation to conduct, analyze, and use evaluations.

(Gibbs et al., 2002, p. 261)

Capacity to Do and Learn from SLO Assessment in College Language Programs

Institutional Support

- Funding
- Incentives
- Training

Institutional Governance & Leadership

- Monitoring
- Leadership

Ethos

- Curiosity
- Valuing Innovation
- Proactiveness
- Improvement-oriented

Pro-SLO Assessment Attitudes

- Valuing SLOA
- Needing SLOA

Infrastructures

- SLOA Plan
- Rubrics
- Assessment Coordinator

Program Support

- Materials
- Tech. Expertise
- Technology

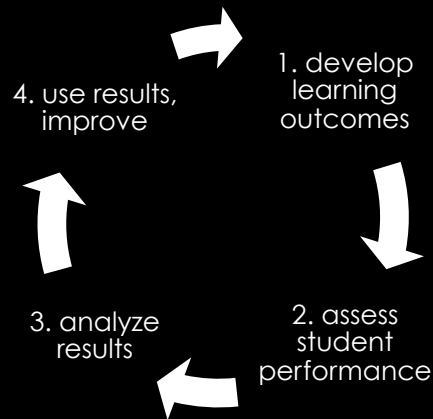
Quality Activities & Conditions

- Feasibility
- Timelines
- Cyclical

Leadership

- Promoting
- Valuing
- Initiating
- Participating

Estimating SLO Assessment Usefulness (& Needs) in College Language Programs



- AELRC research & outreach agenda:
 - To better understand how SLO Assessment can be **useful** in college WL programs
 - Use concepts from evaluation (i.e., **“capacity”**) to conceptualize useful SLO Assessment conditions / practices
 - Estimate amount of capacity in WL college programs
 - Identify capacity shortfalls and other SLO Assessment needs

Community Colleges

1. Community colleges enroll 46% of the undergraduate students in the United States (AACCC, 2015)
 1. First time freshman – 41%
 2. Native American – 61%
 3. Hispanic – 57%
 4. Black – 52%
 5. Asian/Pacific Islander – 43%
2. 29% of total post-secondary language students enrolled at two-year institutions (Goldberg, Looney, & Lusin, 2015)
3. 50% of heritage language learners (Fechter, 2010)
4. Many are Minority-Serving Institutions (MSIs)
5. No proportionate research on assessment/evaluation in community college WL programs

Research Questions



1. What are the patterns of SLO assessment **capacity** in community college WL programs?
2. What appear to be the SLO assessment capacity **needs** of language educators in community college WL programs?

Methods:

Survey Administration

- Online questionnaire
- Sent to 535 programs (1123 total 2-year institutions; AACCC, 2015)
- 93 programs responded (17.4% response rate)
- Respondents
 - Program heads/chairs
 - Faculty (adjunct)
 - Coordinators
 - Language instructors, lecturers
- Reporting on...
 - Levels/Types of SLO Assessment **capacity**
 - What educators **need** in order to conduct SLO assessment successfully

Results: Respondent Types

	<i>N</i>	<i>%</i>
Professor	33	35.5%
Chair	28	30.1%
Coordinator	7	7.5%
Associate professor	6	6.5%
Adjunct faculty	4	4.3%
Assistant professor	4	4.3%
Lecturer	4	4.3%
Program director	2	2.2%
Academic coordinator	1	1.1%
Associate dean	1	1.1%
Interim dean of languages	1	1.1%
Interpreter education instructor	1	1.1%
Senior lecturer	1	1.1%

RQ1: What are the patterns of SLO assessment **capacity** in community college WL programs?

Item-type: Institutional Support

Does your university/college...?

no develop. yes don't
know

a) provide training workshops for student learning outcomes assessment

RQ1: What are the patterns of SLO assessment **capacity** in community college WL programs?

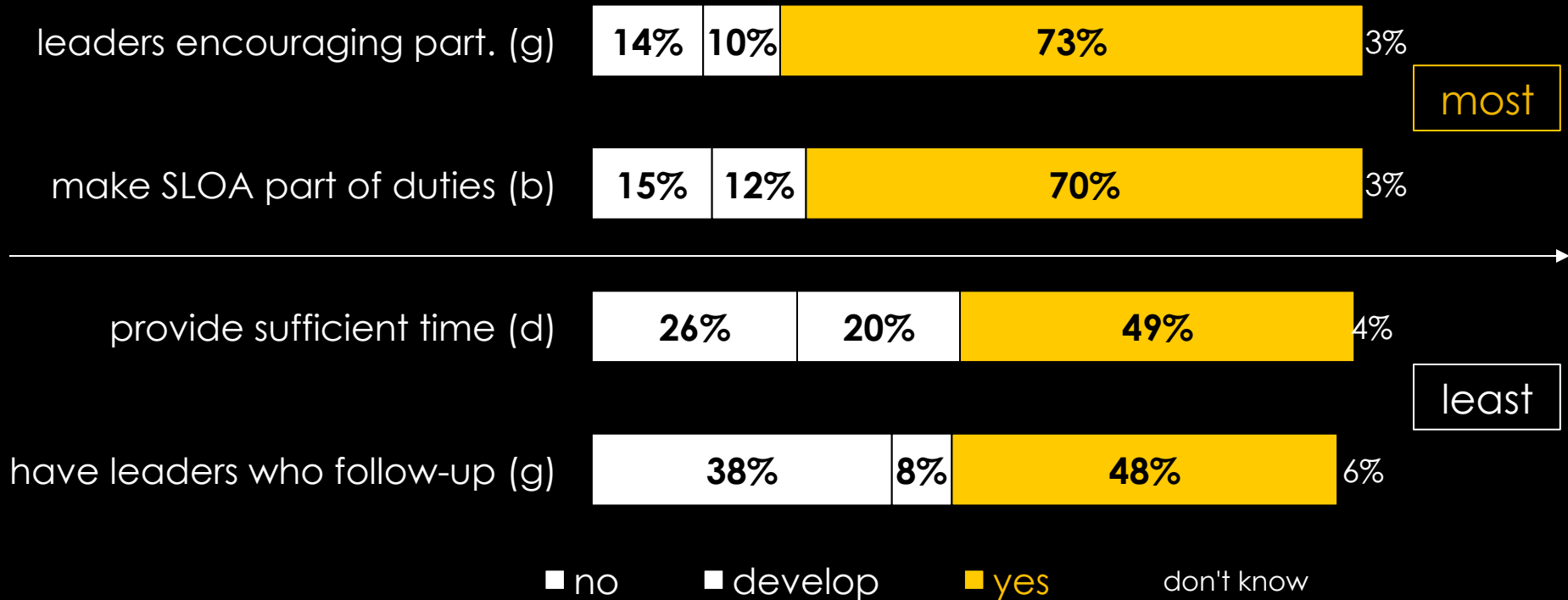
Item-type: Leadership

To what extent do program* leaders ...?	not at all 1	2	3	very much /a lot 4
a) take the lead in initiating or coordinating outcomes assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***program** = major

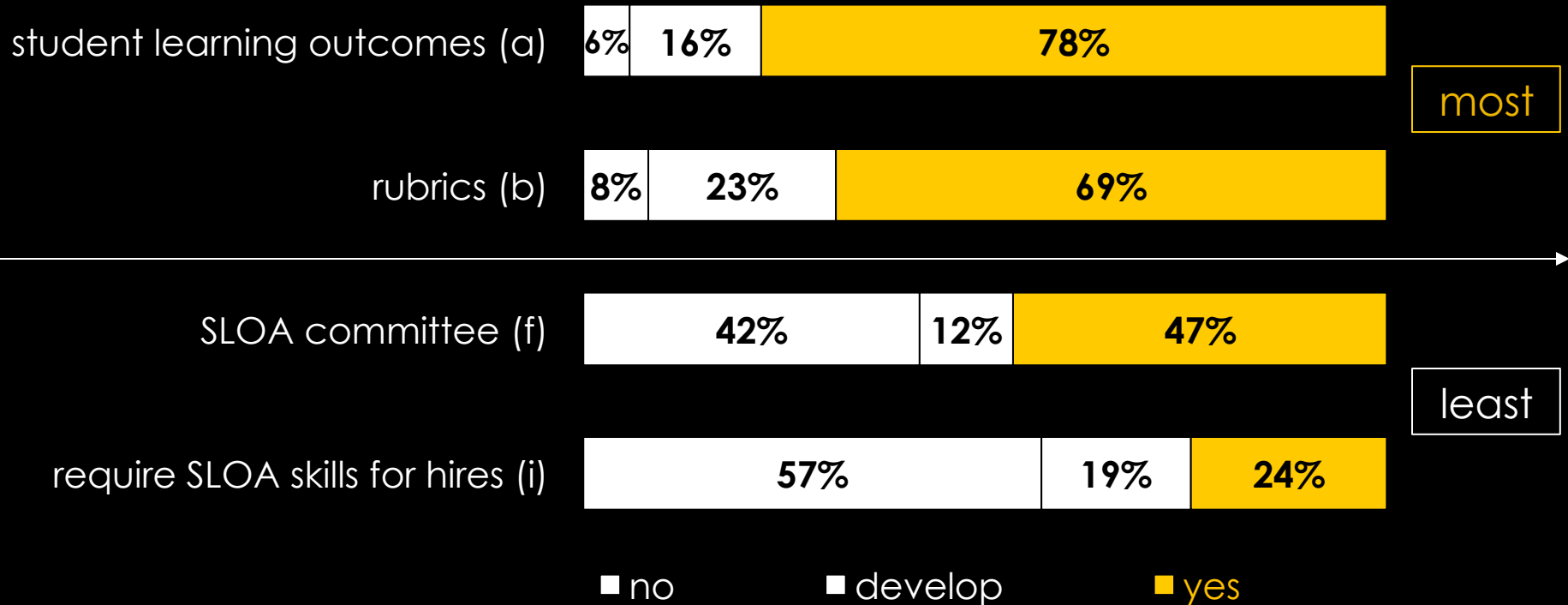
Institutional Governance Capacity

“does your institution...”



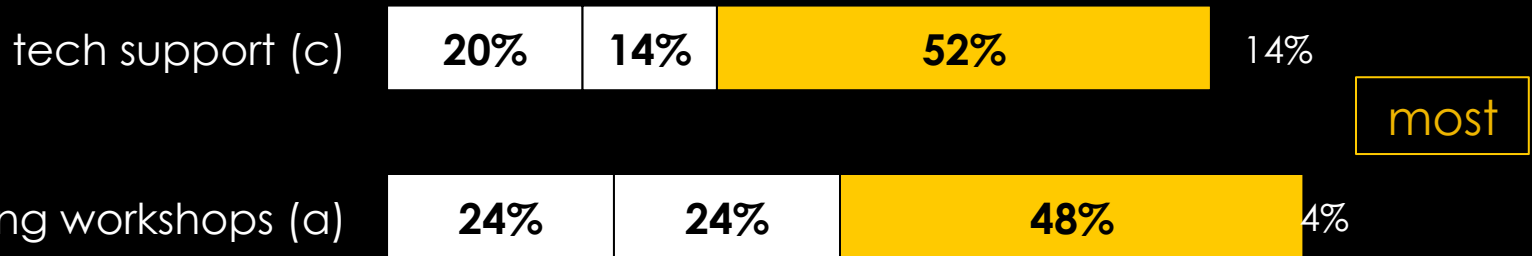
Infrastructures Capacity

“does your program have...”



Institutional Support Capacity

“Does your institution provide...”



■ no

■ develop

■ yes

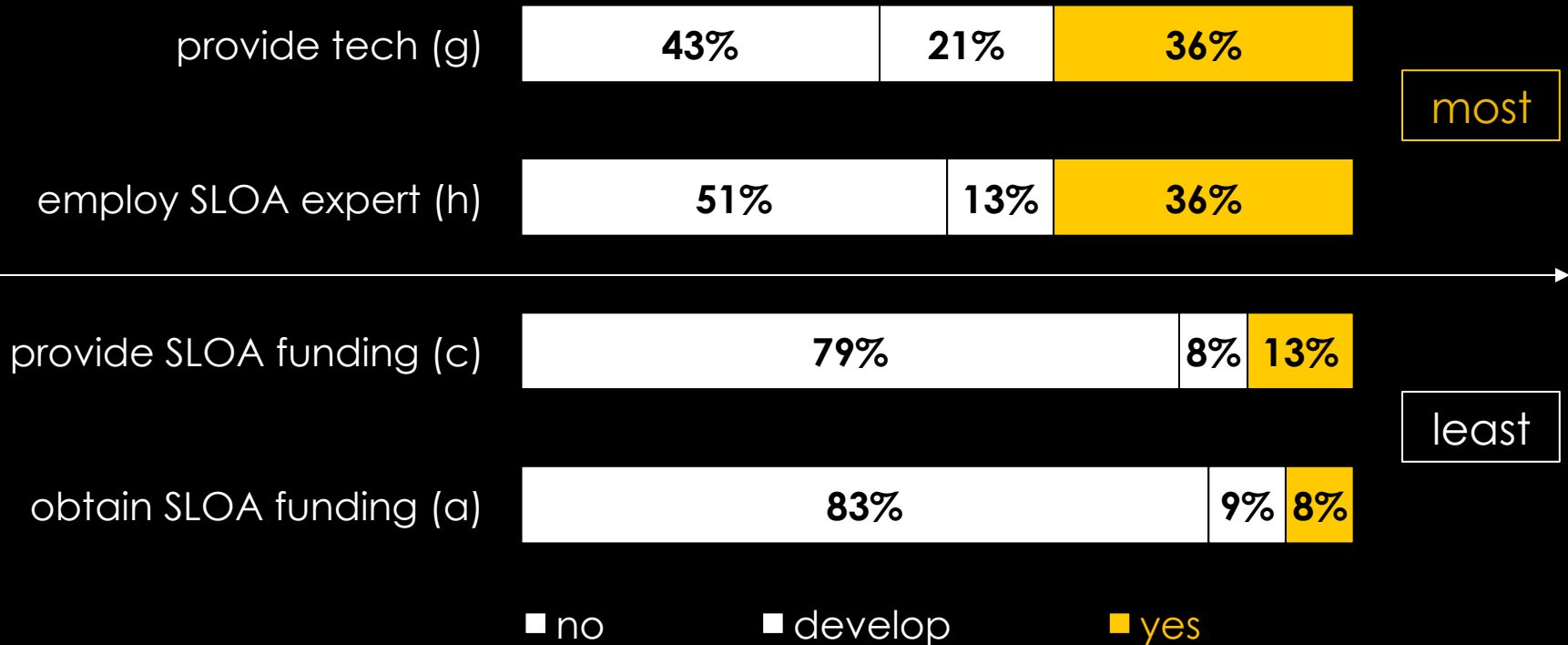
■ don't know

least

most

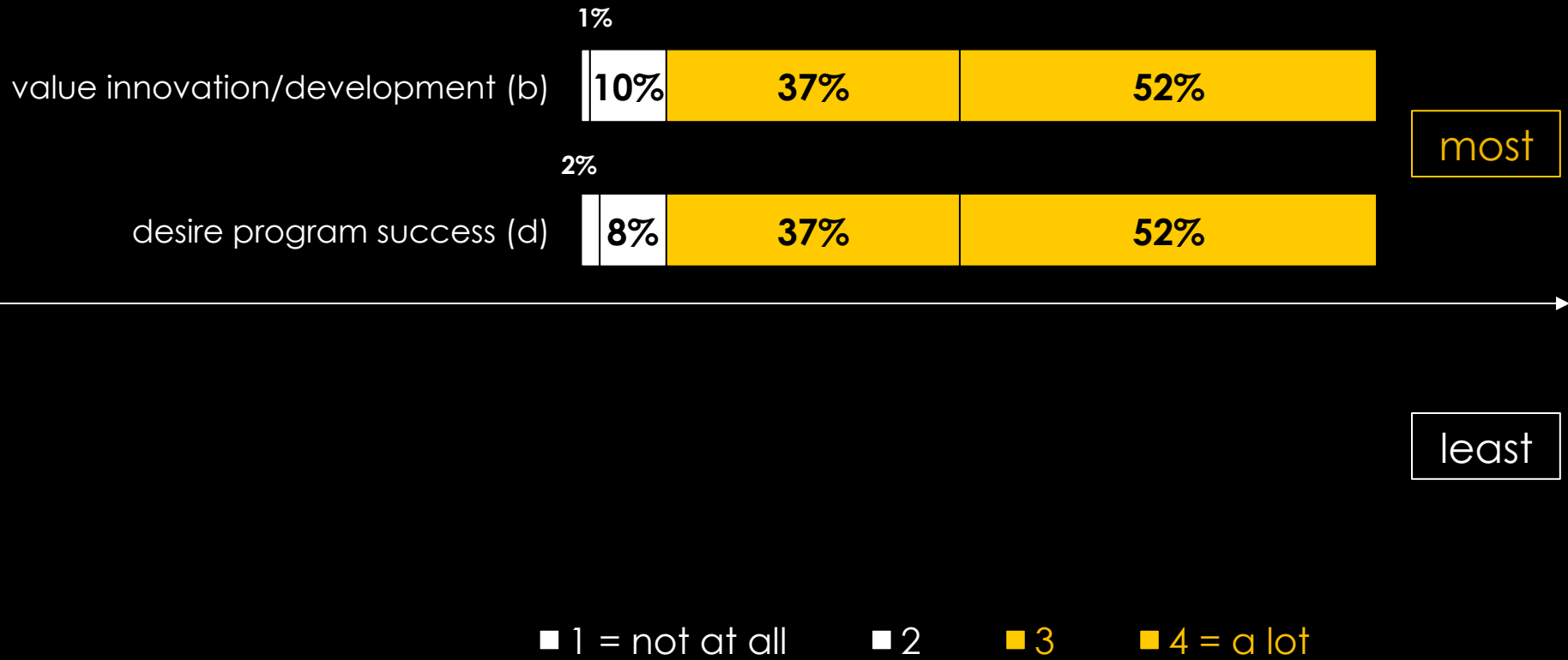
Program Support Capacity

“does your division or department...?”



Ethos Capacity

“to what extent do a majority of your colleagues...?”



High-Quality Activities/Abilities Capacity

“to what extent...?”

[VALUE]

is SLOA done for requirements (m)



most

is SLOA ongoing, cyclical (j)

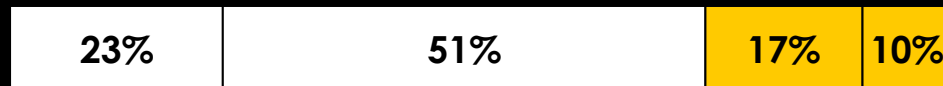


do faculty seek out SLOA info (q)



least

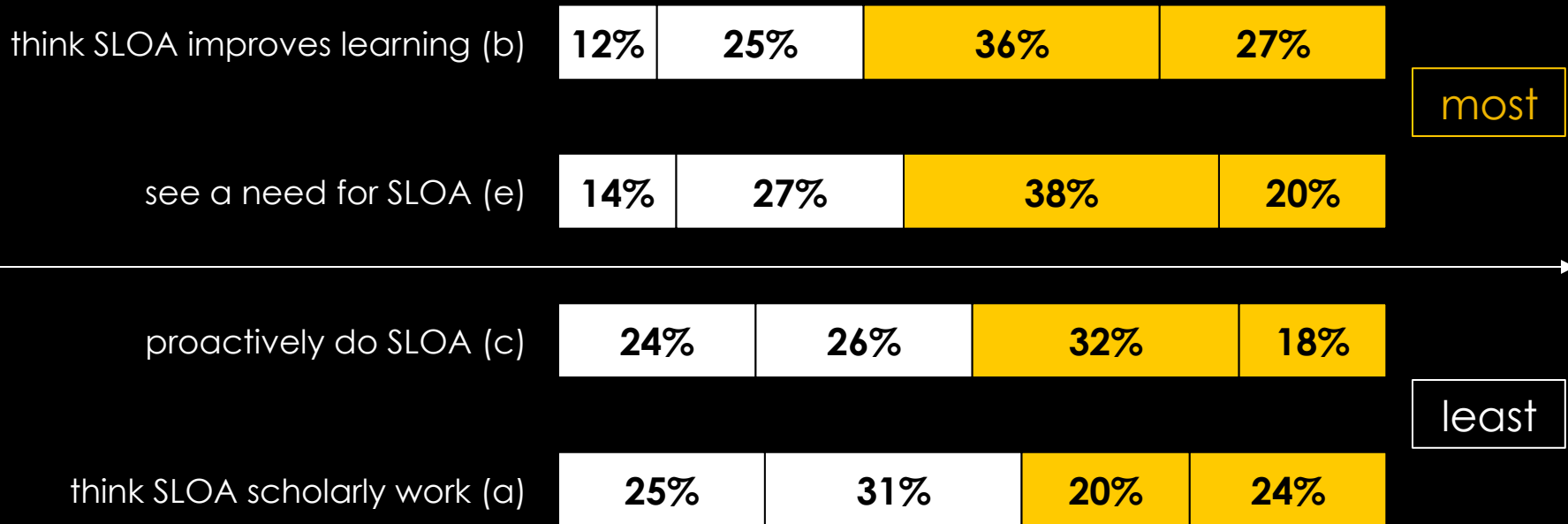
communicate to audiences (r)



■ 1 = not at all ■ 2 ■ 3 ■ 4 = a lot

SLOA Thinking/Attitudes Capacity

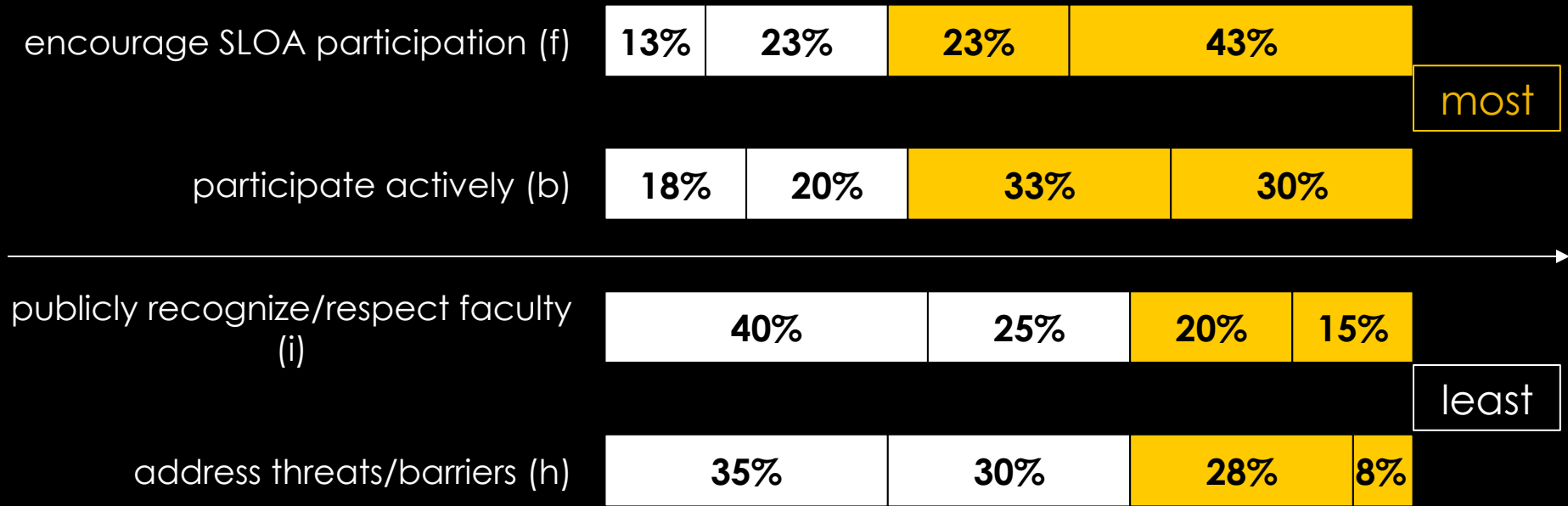
“to what extent do a majority of your colleagues...?”



■ 1 = not at all ■ 2 ■ 3 ■ 4 = a lot

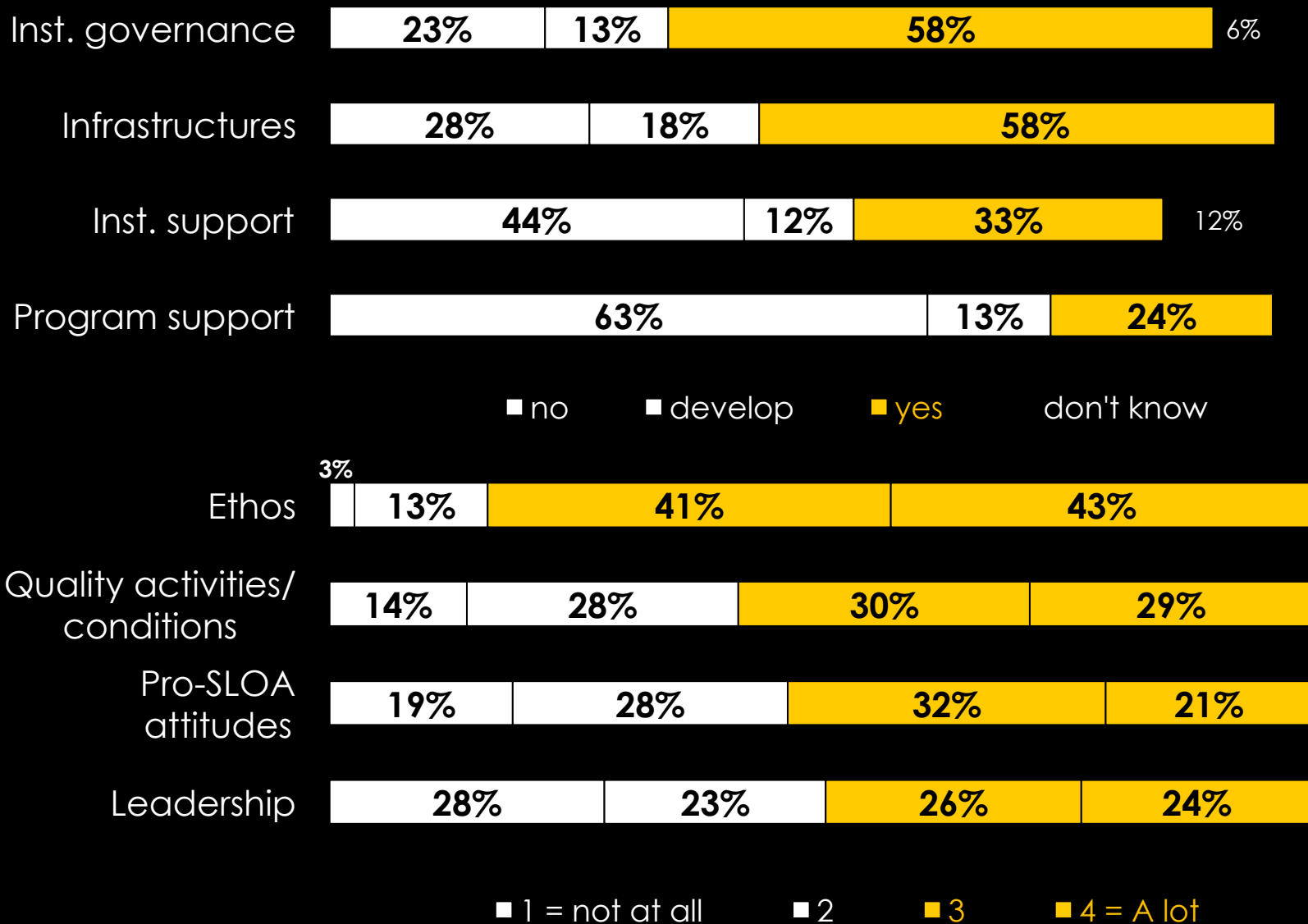
Leadership Capacity

“to what extent do leaders in your department/program...?”



■ 1 = not at all ■ 2 ■ 3 ■ 4 = a lot

RQ2: What are the SLO assessment capacity **needs** of language educators in community college WL programs?



RQ2: What are the SLO assessment capacity **needs** of language educators in community college WL programs?

Results: **Comments Analysis**

# of respondents providing comments	71
Total comments	317
Mean comments per person	4.42*
Standard deviation	2.77
Maximum	10
Minimum	0

*10 open-ended questions

Results: SLO Assessment Needs

	N	%
Training/professional development	22	31%
Time	20	28%
Assessment experts (external/internal)	15	21%
Adjunct instructors	14	20%

Part-time, adjunct instructors

- *“Better training for adjuncts - compensating them for their time to be trained to see the importance of this task.”*
- *“Most instructors are adjunct, so “buy-in” is based on requiring them to participate.”*
- *“Since part-time instructors are not as vested in the college, their willingness to take on assessment activities are not automatically embraced.”*

Results: SLO Assessment Needs

	N	%
Training/professional development	22	31%
Time	20	28%
Assessment experts (external/internal)	15	21%
Adjunct instructors	14	20%
Communication/information	11	15%

Seeing what others are doing; examples

- *“We tend to be so isolated. Hearing what other colleges are doing and results they're getting would be very helpful. In the CC system, there is often a sense (and tendency) of reinventing the wheel!”*
- *“Communication among institutions of higher education could provide new ideas, information to improve data analysis and create solutions/ideas.”*

Results: SLO Assessment Needs

	N	%
Training/professional development	22	31%
Time	20	28%
Assessment experts (external/internal)	15	21%
Additional instructors	14	20%

Single instructor; small program

- *“As a WL dept., we are not actively involved with group assessment. Each instructor works on his/her own.”*
- *“I am the only foreign language instructor at my school. It would be nice to be able to collaborate with other teachers at meetings.”*
- *“It is difficult to do these as i am a department of 1 and i only have 2 adjunct faculty members, both of whom have a full time job outside of teaching part time at my school”*

Discussion

Patterns of capacity

- Some, but uneven, institutional support
- Little support at program-level
- Plenty of governance, oversight
- Dedicated faculty
- Ambivalent SLOA attitudes
- Quite a bit of high-quality practice

SLO assessment needs

- Prof. development, training, SLOA knowledge, skills
- Outside help, expertise, advice
- Strategies for adjunct buy-in & participation
- Collaboration, dialogue with peer institutions/colleagues
- Reducing isolation of single-instructors, small departments
- Useful methods (accurate, trustworthy, effective)

Thank you



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