Curriculum Review: Reflective Practice, Continuing Efforts

Eman Elturki, PhD
INTO Washington State University

2018 INTO North America Academic Conference
Agenda

✓ Program overview
✓ Curriculum structure
✓ Curriculum review
  ❑ Curriculum review procedures and process
  ❑ Curriculum revision and implementation
✓ Sharing your program’s practices
Program Overview

- Intensive American Language Center, 1984
- services the INTO WSU partnership
- Commission on English Language Program Accreditation
- ITA testing
Program Overview

8 levels of instruction

- Level 0 (foundation)
- Levels 1 & 2 (beginner)
- Levels 3 & 4 (intermediate)
- Levels 5 & 6 (advanced)
- Level 7 (high advanced)

Program length; 16 weeks spring and fall, 12 weeks summer
<table>
<thead>
<tr>
<th>Levels 0, 1, &amp; 2 (AE)</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Writing</td>
<td>6</td>
</tr>
<tr>
<td>Grammar</td>
<td>3</td>
</tr>
<tr>
<td>Listening and Speaking</td>
<td>9</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levels 3 &amp; 4 (AE/Comprehensive Pathway)</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Composition</td>
<td>9</td>
</tr>
<tr>
<td>Grammar</td>
<td>3</td>
</tr>
<tr>
<td>Listening and Speaking</td>
<td>6</td>
</tr>
<tr>
<td>Elective (for AE)</td>
<td>3</td>
</tr>
<tr>
<td>Math (at WSU for Level 4 Undergraduate Pathway only)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5 (AE)</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Reading</td>
<td>6</td>
</tr>
<tr>
<td>Academic Composition</td>
<td>6</td>
</tr>
<tr>
<td>Academic Listening and Discussion</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Level 5  (Undergraduate Pathway)</td>
<td>Contact hours</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>UNIV 110: Developing Academic Strategies for Reading and Writing</td>
<td>4 credits</td>
</tr>
<tr>
<td>UNIV 111: Developing Academic Strategies for Listening and Discussion</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 6  (Two-Semester Graduate Pathway</th>
<th>AE)</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IALC 601: Academic Reading and Research</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>IALC 603: Academic Listening and Discussion</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>IALC 650: International Teaching Assistance (ITA)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 7 (One-Semester Graduate Pathway)</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IALC 701: Critical Reading and Research</td>
<td>5</td>
</tr>
<tr>
<td>IALC 702: Advanced Academic Listening and Discussion</td>
<td>4</td>
</tr>
<tr>
<td>IALC 750: Seminar and Discussion</td>
<td>1</td>
</tr>
</tbody>
</table>
Electives: Lower Levels
- Pronunciation & Conversation I
- Playing with Grammar
- I Write Better Now
- Spelling Power
- English through Simple Stories

Electives: Upper Levels
- Pronunciation & Conversation II
- English for Business
- Grammar & Editing
- Math in Context
- Computer Skills for Academic Success
- Vocabulary in Major
- American Slang & Idioms

- What’s in the News?
- Film & Discussion
- English for Academic Purposes: Engineering
- English for Academic Purposes: Fine Arts
- IELTS Workshop
- TOEFL Workshop
- GMAT Workshop
- GRE Workshop
- ITA (International Teaching Assistant)
New Electives for Pathways

- English for Business
- Academic English for Engineering
- Advanced Academic English for Engineering
- Study Skills for University Success I
- Study Skills for University Success II
Curriculum Structure

Personal-Global Continuum

lower levels intermediate levels upper levels

congrete => abstract
shorter => longer
simple => complex
informal => formal
basal => authentic
Objectives

Student Learning Outcomes

Goal

Mandated Assignments

diamond What will be taught; intended results or consequences of instruction

diamond What the student knows or can do as a result of the course of instruction; achieved results or consequences of what was learned; evidence that learning took place

diamond The overall intended outcome or target for the course

(CEA, 2016; Soulsby, 2009)
Goals

✓ broad
✓ abstract
✓ long-term

Objectives

intentions

teacher-centered
teaching

✓ narrow
✓ specific
✓ measurable
✓ observable

Outcomes

products

student-centered
learning
Verb Wheel Based on Bloom's Taxonomy

- Domain
- Appropriate verbs
- Student products

https://sites.google.com/site/bloomstaxonomy2/verb-wheel
Curriculum Review

CEA Program Development, Planning, and Review Standard 2: “The program or language institution regularly reviews and revises its program components and has a plan, in writing, to guide the review of curricular elements, student assessment practices, and student services policies and activities. The plan is systematically implemented.”

Curriculum reviewed by IALC faculty on a yearly basis
Review Cycle

◆ Levels 0, 1, 2, and 3 => spring pre-service
◆ Levels 4, 5, 6, and 7 => fall pre-service
✓ Review => examination of the curriculum, materials, and assessments; entire faculty

Course goals, objectives, and student learning outcomes should be “collaboratively authored and collectively accepted” (Maki, 2010, p. 88)
A Written Plan for Review and Revision of the Curriculum

I. Task:
Review of the IALC course objectives, student learning outcomes, assessments, instructional materials, and themes for the core courses at each level

II. Responsible Parties:
Entire IALC faculty- overseen by Curriculum and Assessment Coordinator and Materials Coordinator

III. Process:
Working in teams of 3-5, courses within a level are reviewed (e.g. all Level 3 courses) and then across levels (e.g. the progression of Reading and Writing across all levels). Teams examine course objectives, student learning outcomes, mandated assignments, and all assessment events and practices that are used to measure these outcomes. Curriculum and assessment review discussions are informed by: Pass/fail rates, matriculation rates, student evaluations, program evaluations, and best practices and research gathered by the faculty during professional development. This information is provided to faculty via the Data Analysis for Curriculum and Assessment Review Form (p. 235). After instructors review a specific course, they are required to summarize the proposed changes and explain how the analysis of data informed any changes made to the curriculum and/or assessment practices using Post Curriculum and Assessment Review Form (p. 236).

IV. Timeline:
Upper-level curriculum is reviewed in fall pre-service and implemented in spring semester. Lower-level curriculum is reviewed in spring pre-service and implemented by the following fall term.

V. Documentation:
Preservice schedules, team instruction sheet curriculum review, Data Analysis for Curriculum and Assessment Review Forms, Post Curriculum and Assessment Review Forms, and updated curriculum objectives, student learning outcomes, and assessment event (course syllabi and IALC Full Curriculum document) all stored on the shared drive in the Curriculum folder.
Curriculum Review Process

- Objectives
- SLOs
- Mandated assignments
- Assessment practices

Courses within a level across levels
Curriculum Review Process

I. Model

Level 1
- RW, G, LS

Level 2
- RW, G, LS

Level 3
- RW, G, LS

Progression:

Level 1 → Level 2

Level 2 → Level 3
Curriculum Review Process

II. Model

- RW: Levels 0, 1, 2, 3
- G: Levels 0, 1, 2, 3
- LS: Levels 0, 1, 2, 3
Tools for the Review Process

✓ Course Evaluations
✓ Program Evaluations
✓ Student achievement data
✓ Best practices and research
Data Analysis for Curriculum and Assessment Review

Date: ____________
Level: ________________

Course: 
Circle location: [Pullman | Tri-Cities]

Use the following data to inform any decisions you make during the review of the curriculum and assessment practices.

I. Pass Rates:

<table>
<thead>
<tr>
<th>Session</th>
<th>Student Performance Data</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

II. Students' Input:

A. Program Survey: Evaluation of Classes

<table>
<thead>
<tr>
<th>Questions</th>
<th>YES</th>
<th>NO</th>
<th>NOT SURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you think your classes helped improve your English?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Were the class materials helpful to you?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Were the topics you studied interesting to you?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Was the amount of homework enough (the right amount)?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Do you think the quizzes and tests covered what you learned in class?</td>
<td></td>
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<td></td>
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</tbody>
</table>

Students’ Comments:

B. Student Survey: Evaluation of Classes

<table>
<thead>
<tr>
<th>This class</th>
<th>YES</th>
<th>SOMETIMES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Helped me make progress in my English skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Covered skills/topics appropriate to my level and needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Presented skills/topics in a helpful order.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Offered materials that were useful.</td>
<td></td>
<td></td>
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</tbody>
</table>

Students’ Comments:
What do Reviewers Receive?

- Agenda
- Goals, Objectives, SLOs
- Data Analysis for Curriculum and Assessment Review
- IALC Full Curriculum
- Handout “Writing Effective Goals, Objectives, and Student Learning Outcomes”
- Post Curriculum and Assessment Review Form
Curriculum Revision

- track changes
- go over; review and accept
- create clean copies
- send to faculty for a final look
- update the IALC full curriculum document
**Curriculum Implementation**

- Upper-level curriculum reviewed in fall pre-service => spring semester
- Lower-level curriculum reviewed in spring pre-service => fall semester
Curriculum Updates and Notes
Sources


Thank you!

eman.elturki@wsu.edu
1. What is your program’s curriculum review process?

2. How do you review your assessment practices?