

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG 035
 Course Title: English Pronunciation and Conversation (ESL)
 Division/Department Codes: HSS/E/W

2. Semester assessment was conducted (check one):
 Fall 2007
 Winter 20__
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify):

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 17 students assessed; 17 students in class

6. Describe how students were selected for the assessment.
 All students were included

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 There were no changes.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 - A. Students will recognize and produce the appropriate number of syllables in familiar words, and students will recognize and use word stress and the rhythm of spoken English correctly.
 - B. Student will understand and respond appropriately when asking and giving opinions; comparing and expressing preferences; extending and responding to invitations; giving advice and making suggestions; making requests and offers and accepting and refusing same; and using the telephone.
 - C. Student will listen to recorded selections and answer global and discrete questions based on the selections.

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected.***
 More than 75% of the students were performing at or above the threshold level on each of the measures.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment.***
 - A. Each student produced recording of himself/herself reading a passage selected by the instructor. Two faculty members evaluated each tape on a 1 to 4 scale. (See rubric)

COURSE ASSESSMENT REPORT

B. The final exams included written dialogs of speech acts. Two full time faculty evaluated four answers to this part of the exam for appropriateness and effectiveness. (See rubric)

C. As part of their final exam students listened to a short passage and then answered multiple choice questions which. There were both global and discrete questions. The students responses to these questions were tallied.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Most of the students in this class did exceptionally well on pronunciation and intonation. The materials and methods used in this class are appropriate for the outcomes we seek.

Weaknesses: Students who do not have sufficient grammar cannot demonstrate appropriate and effective use of speech acts.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a. Outcomes/Assessments on the Master Syllabus

Change/rationale: Assessment of students' production of questions will be dropped. It is not usually a problem at this level.

We will assess students for their listening skills by having them take the ESL COMPASS Listening Test. This will simplify assessment and provide an external measure.

b. Objectives/Evaluation on the Master Syllabus

Change/rationale:

c. Course pre-requisites on the Master Syllabus

Change/rationale:

d. 1st Day Handouts

Change/rationale:

e. Course assignments

Change/rationale:

f. Course materials (check all that apply)

Textbook

Handouts

Other:

g. Instructional methods

Change/rationale:

h. Individual lessons & activities

Change/rationale:

3. What is the timeline for implementing these actions?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

We were satisfied with the assessment tools. However, having students take ESL COMPASS Listening would save the assessors some time.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Please return completed form to the Office of Curriculum & Assessment, SC 247.

COURSE ASSESSMENT REPORT

3. Which outcomes from the master syllabus have been addressed in this report?

All _____ Selected X

If "All", provide the report date for the next full review: _____

If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Name: Margo Winnard Czinski Susan Glowski Date: March 4, 2008
Print/Signature

Department Chair: Carrie Krantz-Fischer Date: 3/10/08
Print/Signature

Dean: Bill Abernethy Date: MAR 12 2008
Print/Signature

logged 3/12/08 sj