Assessment Data is from what semester? Fall 2014

Faculty Name(s): Leslie Payne and Joyce Podevyn

1. Course Name and Number:

ESL181RW, sections 1 and 2

2. List all Course SLOs from the Course Outline of Record:

1. Identify main ideas and specific details in reading passages appropriate for students at this level of English proficiency (adapted, low-intermediate readings, 1-2 pages).
2. Produce sentences which usually demonstrate correct use of the grammar taught at this level, with a particular focus on sentence structure (complete sentences), verb tenses, pronoun forms, and basic sentence combining (with primary coordinating conjunctions: and, but, so).
3. Write basic paragraphs of 150-200 words on assigned topics (related to themes of study or the student's life).

3. Specific Course SLO(s) assessed as part of this project:

1. Identify main ideas and specific details in reading passages appropriate for students at this level of English proficiency (adapted, low-intermediate readings, 1-2 pages).
2. Produce sentences which usually demonstrate correct use of the grammar taught at this level, with a particular focus on sentence structure (complete sentences), verb tenses, pronoun forms, and basic sentence combining (with primary coordinating conjunctions: and, but, so).
3. Write basic paragraphs of 150-200 words on assigned topics (related to themes of study or the student's life).

4. Is this course on GE Plan A? ___ Yes   X   No   (See Catalog pages 49-51 & page 55)
If Yes, identify what area. (All GE course assessments count as GE assessments.)

___ Area I Natural Sciences
___ Area II Social and Behavioral Sciences
___ Area III Fine Arts/Humanities
___ Area IV Language and Rationality
___ Area V Physical Education/Wellness
___ Area VI Intercultural/International Studies
___ Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)
We jointly developed a common final reading and writing exam. We jointly graded the exams on an A-F grading scale. We then assessed each exam for the appropriate SLOs and assigned P/NP for each SLO.

6. Results and analysis of the data. (Attach any related documents at end of form.)
We have attached a document detailing the results for all students.
SLO 1: 31 of 33 students had a P.
SLO 2: 29 of 33 students had a P.
SLO 3: 26 of 33 students had a P.

An additional attachment by Connie Olsen discusses how these results compare to previous years’ test results.

7. What are you going to do based on the results of the data? (Any planned revisions?)

We noted that most students who did not meet SLO3 successfully failed because they did not meet the minimum 150 word count requirement. Therefore, we are planning to have students count the number of words they write for their assigned paragraphs to make them more aware that there is a desired minimum, so that we can ensure they all meet SLO3 by the end of the semester.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
Example: 2014spring-sloa-engl101c.doc