

<ACADEMIC ENGLISH FOR MULTILINGUAL STUDENTS>

ASSESSMENT REPORT ACADEMIC YEAR 2017 – 2018

I. LOGISTICS & PROGRAM LEARNING OUTCOMES

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Doreen Ewert, Director dewert@usfca.edu

2. Were any changes made to the program mission statement since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program.

No.

AEM’s mission is to serve students for whom English is not the primary language primarily in developing their written and oral language proficiency and secondarily fostering dialogue that promotes awareness of expectations of the academy and a deeper understanding of the USF Mission.

3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

No.

Program Learning Outcomes (outputs)

Students who have applied themselves rigorously in their AEM studies (at the test-score level expected of students who were not required to take any additional AEM courses) will be able to:

- A. Communicate successfully in writing for a variety of academic and personal purposes.**
- B. Intelligibly communicate orally for a variety of academic and personal purposes.**
- C. Understand the rationale and demonstrate means for using reliable sources of information.**
- D. Demonstrate and articulate typical expectations of a liberal arts education in US universities.**

E. Articulate knowledge of the USF Mission

These outcomes are accomplished through a rigorous curriculum implemented by qualified instructors with the resources of the University's facilities, including libraries and computing systems.

4. Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018?

B. Intelligibly communicate orally for a variety of academic and personal purposes.

We divided this into two categories for assessment: intelligibility and giving an oral summary of a listening task. Intelligibility was defined as understanding well what the speaker was saying without struggle or uncertainty. Intelligibility does not require phonological or lexico-grammatical accuracy.

C. Understand the rationale and demonstrate means for using reliable sources of information.

The oral summary was of a news report in which a CNN Reporter interviewed Fr. Paul Fitzgerald. Students needed to identify both the source (CNN) and the interviewee (Fitzgerald) and a date for full points on this PLO.

II. METHODOLOGY

5. Describe the methodology that you used to assess the PLO(s).

The AEM Director with feedback from the full-time AEM faculty created a pro-chievement task to directly measure the PLOs under investigation. A pro-chievement task is designed to measure both content learning and language proficiency at the same time (outline included below). We administered the task at the end of both Fall 2017 and Spring 2018. The data set included 46 oral samples of students completing the AEM 121, our highest-level oral communication course.

Once all the data had been collected, the full-time faculty listened to a subset of the data to develop a rubric (included below), and then again later to calibrate ourselves for holistic assessment of the full data set. The four faculty independently the full data set. We compared our scoring, and in any case where we were not unanimous, we resolved the dilemma by listening to the data again.

III. RESULTS & MAJOR FINDINGS

6. What are the major takeaways from your assessment exercise?

Overall, we were pleased with the outcomes of this assessment (see Table 1).

Table 1

Oral Prochievement Task Results for AEM 121 Fall 2017 and Spring 2018

	PLO B.1.	PLO B.2.	PLO C.
Sufficient to go on (2)	85%	66%	77%
Adequate to go on (1)	11%	16%	13%
Not adequate to go on (0)	4%	18%	10%

IV. CLOSING THE LOOP

7. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

The results of this prochievement task parallel those that we got from the written prochievement task in the previous cycle—overall students can create summaries of oral or written texts, and they have a basic understanding of reliable sources and citation, but it is not yet mastered. This confirms research in our field that shows how concepts such as intellectual property, knowledge construction, citation, and plagiarism are complex, culturally-embedded practices which are learned over time with ample experience and instruction. Nonetheless, students need more practice with reliable source selection, oral citation, and producing summaries. These will be accomplished by syllabus and materials development and by requiring all instructors to provide evidence of implementation of these into their teaching practices. If faculty need training, the AEM Director will meet with them as needed. Furthermore, the AEM program will collect oral data from course presentations in Spring 2019 and Fall 2020. The AEM faculty will use the same methodology to evaluate the new data and then compare that with the current data set.

8. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?

Our previous assessment activity focused on summary writing, identification of reliable sources (with rationale for the choice), and email communication. The results indicated that the one area in which more attention was needed was in understanding the rationale for selecting reliable sources and citation and how these practices relate to the concept of plagiarism and academic honesty. In response to those results, we are currently gathering more data from all AEM students regarding their base understanding of plagiarism and citation with an in-class survey which presents a variety of scenarios that students must judge. The results of this survey later in Fall 2018 will directly inform curricular changes for Spring 2018. These changes will again be made through syllabus and materials development for all instructors in reading/writing AEM courses.

While we continue an iterative review of our responses to the PLO results already gained, we are continuing to develop other tasks or tools to directly measure other PLOs.

ADDITIONAL MATERIALS

Rubric for Assessing PLOs B and C.

Oral Assessment Guidelines - please read your assigned essays and choose one rating level for each PLO. Enter your rater number and then enter either 0 "does not demonstrate the outcome" 1 for "partially demonstrates the outcome" and 2 for "demonstrates the outcome"				
PLOs		B.1. Intelligibly communicate orally	B.2. for the academic purpose of an oral summary	C. Demonstrate the ability to use reliable sources of information in for oral academic purposes.
Audio #	Rater #			

Prochievement Task Outline

AEM Outcomes Assessment
Spring 2017

ESL 121

General Instructions.

You have one hour to complete three tasks. Each task will take about 15 minutes. You may not use any additional resources, such as a digital dictionary or any website.

Task 1.

The following video file is from a CNN report in which the President of USF, Father Paul Fitzgerald speaks on an important issue facing many students in the US and at USF right now. You may listen to the video file two times. Take notes while you listen. You will turn in these notes as part of this task AND you will need these notes to complete the next two tasks. You may take a few minutes now to look at the Glossary of terms that you will hear in the video which might be unfamiliar to you.

<https://vimeo.com/192825853>

Task 2

Answer the following questions using your notes.

Task 3

Use your notes to create a short speech outline in the Note Card space provided below. You will use this Note Card to record a 1-minute summary of the CNN report.