

ASSESSMENT RESULTS FOR QCC EDUCATIONAL OUTCOME #1 – BE 203 INTERMEDIATE COMPOSITION FOR ESL STUDENTS - SPRING 2013

GEN ED#1 - COMMUNICATE EFFECTIVELY THROUGH READING, WRITING, LISTENING, AND SPEAKING	
QCC Example Outcomes:	Common Core Outcomes:
<ul style="list-style-type: none"> a. Interpret texts critically b. Use writing to create and clarify meaning c. Write in varied rhetorical modes, poetic forms and voices d. Use writing and oral communication to connect prior knowledge to disciplinary discourse e. Apply principles of critical listening to evaluate information f. Speak clearly, accurately, and coherently in several modes of delivery 	<p>Required Core: I.A – English Composition</p> <ol style="list-style-type: none"> 1. <i>Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</i> 2. <i>Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</i> 3. <i>Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</i> 4. <i>Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</i> 5. <i>Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</i> <p>SEE ALSO</p> <p>Required outcome for all Flexible Core categories, #3: <i>Produce well-reasoned written or oral arguments using evidence to support conclusions.</i></p> <p>II.A.10. World Cultures and Global Issues: Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</p>
GEN ED OUTCOMES ADDRESSED IN ASSESSMENT:	<p>Preparation for QCC 1.</p> <ul style="list-style-type: none"> a. Interpret texts critically b. Use writing to create and clarify meaning
<p>EVIDENCE/ MEASURABLE DATA</p> <ul style="list-style-type: none"> • GROUP SIZE: <p>No. of students <u> 99 </u></p> <p>No. of sections <u> 5 </u></p>	<p>Day 1: Students were given a pretest requiring them to answer and correct errors in subject-verb agreement in a passage of about 160 words. In the first part of the lesson the instructor led the class through an analysis of the subject-verb pairs. In the second part of the lesson students worked in groups to find and correct subject-verb errors from a different article from the one used in the first part of the lesson. Faculty distributed a fourth handout as a homework assignment. Students were told to find and correct any errors in subject-verb agreement.</p> <p>Day 2: Faculty reviewed the homework assignment. In the latter part of the class, faculty administered the assessment. Again students identified subject-verb errors in a passage of professional writing.</p>
FINDINGS	<p>The pretest established a baseline to compare students' incoming knowledge so to observe how the lesson enhanced the students' proficiency at editing for subject-verb agreement. The overall performance for all five sections was 59.6%. This suggests that the participants were not able to correctly identify 40% of the main verbs in the pretest. Overall, the posttest analysis demonstrated that the lesson was effective in helping students identify main verbs. The overall performance increased from 59.6% to 67.5%.</p>
ACTION PLAN*	<p>BE203 faculty will use the lesson on subject-verb agreement that was used in the assessment to fine tune their courses and assist their students in increasing their skills.</p>

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<p>EVIDENCE/ MEASURABLE DATA</p> <ul style="list-style-type: none"> • GROUP SIZE: <p>No. of students <u> 213 </u></p> <p>No. of sections <u> </u></p>	<p>Students' verbal and non-verbal communication skills will be tested twice during the semester in concomitance with students' informative and students' persuasive speeches. The first speech is usually delivered between the 5th and the 7th week of the semester while the second speech is delivered towards the end of the semester between the 12 and the 14th week. The instructor will use the rubric attached below to grade students' verbal and non-verbal performance during the two speeches. At the end of the speech assessment the instructor will assign a grade. The grade will determine whether and how the student has met the course and the Gen Ed objectives tested for this assignment. The objectives that need to be met with this assignment are listed below in bold. Final grade for this assessment needs to be converted by the instructor into 1-5 Assessment Measuring Scale (AMS) that will be used by the department to track student progress.</p> <p>Objective of the Course:</p> <ol style="list-style-type: none"> 1) To give the student, as part of a liberal education, a greater understanding and appreciation of speech communication and its functions in contemporary society. 2) To develop students as more effective listeners and evaluators of communication, in order to make them, in turn, more capable learners and intelligent decision-makers. 3) To develop the student as a speaker, in interpersonal communications, problem-solving group discussion, and as a "public" speaker. <p>General Education Objectives addressed by the course:</p> <ol style="list-style-type: none"> 1. Communicate effectively through reading, writing, listening and speaking. 4. Use information management and technology skills effectively for academic research and lifelong learning.
FINDINGS	<p>In this study 213 students of SP211 were tested on their competence in the following verbal and non-verbal skills: LANGUAGE, VERBAL SKILLS (FLUENCY, VOLUME, RATE) AND NON VERBAL SKILLS (EYE CONTACT, GESTURE, POSTURE). Students' means and raw scores for each of the tested components show that students improved in each of the seven assessment measures.</p> <p>We conducted a repeated measure ANOVA. As indicated in the table, the test is significant. This suggests that there is an overall significant change in performance from the first to the second speech as a whole as well as there is significant improvement for each of the seven speaking components</p>

	between Speech 1 and Speech 2.3. The overall growth rate shows that students improved their ability to speak in front of an audience at an acceptable rate in all the in all seven speaking skills. Students improved 15% to 21% between Speech 1 and Speech 2, with the largest increase for EYECONTACT (21.9%) and POSTURE (21.2%) . Good improvement was also shown for FLUENCY (20.5%) , GESTURE (20.0%) and RATE (17.8%) . The least amount of improvement was registered for LANGUAGE (14.9%) and VOLUME (16.3%) .
ACTION PLAN*	Our action plan for improving SP211 should include the creation by the faculty of a library of exercises directed to improve students’ verbal and non-verbal skills. Faculty should meet at least once per semester (could be during a scheduled faculty meeting) to share feedback on said exercises. At this time there could also be some training and role playing performed to illustrate the use of the exercises. It would be extremely beneficial for both native and non-native speaker to create a department speech club/lab where students can enjoy a scheduled conversational time (similar to the ‘conversation teas’ sponsored by the foreign language department) to practice and improve their speaking skill.

*Include this information in the Department’s Year-End Report.

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<p>EVIDENCE/ MEASURABLE DATA</p> <ul style="list-style-type: none"> • GROUP SIZE: No. of students <u> 47 </u> No. of sections <u> </u> 	<p>Scores on a final examination that address the following:</p> <ol style="list-style-type: none"> (1) reading comprehension of a text related to the topics discussed in class (Latinos in the United States, language and identity, Latin American culture and society, etc.). (2) writing about one of the topics discussed in class, (3) grammar and orthography activities, (4) vocabulary activities
FINDINGS	<p>This assessment was based on 47 students. Based on a maximum score of 80. The students' average aggregate score in this assessment (across vocabulary, grammar, orthography, reading comprehension, and writing) was 61.78% , which based on a predetermined performance scale, corresponded to "student performance meets expectations".</p> <p>Specifically, the percentage of students who meet or exceed expectations in vocabulary, grammar and orthography is 58%. The percentage of students who meet or exceed expectations in reading is 85%. The percentage of students who meet or exceed expectations in writing is 62%</p>
ACTION PLAN*	<ol style="list-style-type: none"> 1. 68% of the students met or exceeded the objectives, a result close to the 75% expected. The averages of each individual category show that all the areas assessed need to improve except for reading. 2. Although the course syllabus lists several objectives that contain higher-level thinking skills (analytical, inferential and evaluative), the assessment tool does not focus on any of them. Rather, it measures reading by asking literal comprehension questions. The department should consider whether the course is indeed addressing higher-thinking skills. If not, the department must decide whether those skills should continue to be part of the course objectives. If the course is addressing those skills, then one or two of them should be incorporated into the next assessment. 3. Although the course syllabus lists a writing objective that emphasized knowledge of the steps of the writing process, the assessment tool does not

	<p>measure this knowledge adequately, since it only asks memory questions about one of the course readings. As in the case of the higher thinking skills, the department should consider whether the course is indeed teaching the steps of the writing process. If not, the department must decide whether those skills should continue to be part of the course objectives.</p> <ol style="list-style-type: none">4. The instructors preparing the assessment should pay attention to, and revise if necessary, the progressive level of difficulty in the sequence of assessment tools. The LS 221 reading and writing parts, for instance, appear to be disproportionately easier than the corresponding tasks in LS 222 and 223. Incorporating higher thinking skills to the assessment of LS 221 should improve the continuity among the three levels of heritage classes.5. It is possible that the reading part of the LS 221 assessment was not challenging enough, which might account for the difference in scores between this part and the rest of the sections. The level of difficulty among the different parts within the assessment tool should be even.
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