Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: LEAP (Learning English for Academic Purposes)
Academic Year of Report: Fall 2012/Spring 2013
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A. Brief Introductory Statement:
Please review the Introductory Statement and contact information for your department displayed on the assessment site: 
http://www.weber.edu/portfolio/departments.html - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.
If the information is not current, please provide an update:

This information is current—no update needed.

B. Mission Statement
Please review the Mission Statement for your department displayed on the assessment site: 
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the information is not current, please provide an update:

This information is current—no update needed.

C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site: 
http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

This information is current—no update needed.
D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.
If the curriculum grid is not current, please provide an update:

Please update the parts of the chart below that are marked in red. All other information is current—no update needed.

**Curriculum Map**

<table>
<thead>
<tr>
<th>LEAP Core Courses</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Read and comprehend basic words and simple sentences in the Roman alphabet</td>
<td>Read and comprehend short paragraphs with simple language</td>
<td>Read and comprehend short texts consisting of related paragraphs</td>
<td>Read and comprehend simplified academic texts</td>
<td>Read and comprehend modified academic texts</td>
<td>Read and comprehend slightly modified academic texts</td>
<td>Read and comprehend unadapted academic texts</td>
</tr>
<tr>
<td>Writing</td>
<td>Write basic words and simple sentences on a single familiar topic</td>
<td>Write short paragraphs consisting of 5-10 sentences</td>
<td>Write 2-3 paragraphs consisting of 12-15 sentences on a single topic</td>
<td>Write a 5-paragraph essay on a non-academic topic</td>
<td>Write a 5-paragraph essay on an academic topic</td>
<td>Write an essay containing more than five paragraphs on an academic topic that incorporates outside sources</td>
<td></td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>Communicate minimally</td>
<td>Successfully manage simple communicative tasks</td>
<td>Communicate spontaneously in simple social situations</td>
<td>Comprehend and communicate about semi academic topics</td>
<td>Communicate about academic topics</td>
<td>Express and defend opinions about academic topics</td>
<td></td>
</tr>
</tbody>
</table>
E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the plan is not current, please provide an update:

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

This information is current—no update needed.
F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

a. **Evidence of Learning: Courses within the Major**

*Final writing exams undergo a blind double grading process where course instructors remove the names from writing exam samples and give them to another instructor from the level above their own (except level 7, which is conducted among other level 7 instructors). The instructor conducting the blind grade uses ACTFL language proficiency guidelines as a measure to assess each writing exam. Exams that meet the ACTFL guidelines for that level are marked as Pass & are then given back to the instructor of the course. The instructor of the course then grades all of the *Passing* writing exams based off of the rubric for the final writing exam, which is lined up with course outcomes. Exams that do not pass the first blind grading do not pass the course and can only receive a 76% overall in the course, which is a failing grade. Therefore, students who have passed a LEAP writing course have passed a 2-instructor blind double grading process for their final writing exam, as well as earning a minimum grade of 77% overall in the class.*

All other final exams (reading/listening & speaking, and grammar) are not double graded, but all seven LEAP Department levels are overseen by a full-time faculty instructor in the role of level coordinator. The duties of all level coordinators include the evaluation of final exams within his/her level to ensure reliability, validity, and alignment with course goals and outcomes. Finally, students in all LEAP courses must pass the final exam with a minimum score of 77%, as well as earning a minimum grade of 77% overall in the class.

Our student learning success goal is 77%, meaning that we want a minimum of 77% of our students to pass their classes.
## 2012 Evidence of Learning: LEAP Level Six Courses

<table>
<thead>
<tr>
<th>Measurable Course Goals by Level</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Course Goals</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing (2410)</strong></td>
<td>Direct Measures</td>
<td>Final writing exams consist of: <strong>students write significant paragraphs that are fairly easy to read on an academic topic that students have studied.</strong></td>
<td>77% grade from final writing exam &amp; 77% overall grade in course. Student learning success goal: 77%</td>
<td>65% of students passed the threshold for evidence of student learning</td>
<td>Course materials and learning outcomes are within the abilities of a majority of the students to achieve, but student learning success goal was not met.</td>
</tr>
<tr>
<td><strong>Reading (2420)</strong></td>
<td></td>
<td>Final reading exams consist of: <strong>essay question exams, cloze vocabulary exams, and timed in-class, comprehension exams</strong></td>
<td>77% grade from final reading exam &amp; 77% overall grade in course. Student learning success goal: 77%</td>
<td>72% of students passed the threshold for evidence of student learning</td>
<td>Course materials and learning outcomes are within the abilities of a majority of the students to achieve, but student learning success goal was not met.</td>
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<tr>
<td><strong>Listening &amp; Speaking (2430):</strong></td>
<td></td>
<td>Final listening &amp; speaking exams consist of: <strong>orally expressing, supporting, defending, and challenging opinions about academic topics</strong></td>
<td>77% grade from final listening &amp; speaking exam &amp; 77% overall grade in course. Student learning success goal: 77%</td>
<td>93% of students passed the threshold for evidence of student learning</td>
<td>Course materials and learning outcomes are within the abilities of students to achieve. Student learning success goal was met.</td>
</tr>
<tr>
<td><strong>Grammar (2441):</strong></td>
<td></td>
<td>Final grammar exams consist of: <strong>multiple choice, cloze, true/false questions, &amp; writing samples on course grammar topics</strong></td>
<td>77% grade from final grammar exam &amp; 77% overall grade in course. Student learning success goal: 77%</td>
<td>75% of students passed the threshold for evidence of student learning</td>
<td>Course materials and learning outcomes are within the abilities of a majority of the students to achieve, but student learning success goal was not met.</td>
</tr>
</tbody>
</table>
Please respond to the following questions.

1) Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

To answer this question, compare evidence from prior years to the evidence from the current year. Discuss trends of evidence that increases your confidence in the strengths of the program. Also discuss trends of concern (e.g. students struggling to achieve particular student outcomes).

Our program is confident in its ability to help our students meet the outcomes of their courses and progress through our program and eventually into general academic classes here at WSU or at other college or universities.

Level six student achievement data from 2011 is generally higher than where it was in 2012. The only exception to this is ESL 2430, which rose from an average of 87% student success in 2011 to 93% in 2012. We are currently planning to look at a number of factors affecting our overall student achievement including thresholds of success, assessment materials in all courses, and continuous failures by a significant number of our students. Also, our overall drop in success rates is probably is due to tightened assessment standards and procedures.

One of our major concerns as an entire department is the significant number of students that fail their classes, often repeatedly. Currently we have procedures in place to help students progress steadily though our program including a faculty/adjunct mentorship, student counseling procedures, and achievement data that helps us track students’ progress throughout our program.

2) With whom did you share the results of the year’s assessment efforts?

Our assessment report has been shared and reviewed by the faculty and staff from our department.
3) Based on your program's assessment findings, what subsequent action will your program take?

We plan to continue the evaluation of our courses by level coordinators while exploring new options in our program including the implementation of skill coordinators (as opposed to our current level coordinators). Additionally, as mentioned above, we plan to explore and brainstorm alternative options for setting the threshold of success in our program and the difficulty level of the tasks associated with those thresholds throughout our entire program, from level one through level seven.

Regarding our level six writing exam, we think it is extremely difficult for students to write an entire essay for a final exam under exam conditions. But they can write significant paragraphs (one or two, depending on volume) under test conditions (limited time, limited resources), especially to measure the “fairly easy to read” part. “Significant paragraphs” covers content and volume. This is our reasoning behind assessing level six writing students on a paragraph writing sample, rather than an essay.

We also need as a faculty to address the role of hand-written work. There’s a big difference between an exam produced with the assistance of the computer and an hand-written exam produced without the benefit of the computer resource. At this point, there isn’t complete congruency on the method of writing exams in our program; some are given via computer while others are given on paper.

Finally, we just recently adopted an overall student learning success goal of 77% to accompany our threshold of success of 77% for individual courses. Three out of four of our level six classes did not meet this goal in 2012, and we understand as a program that this initial goal may be relatively high. As a result, we plan to look at this 77% again in the near future after further analysis of student achievement data in Spring 2014.