

2021-2022 Assessment Cycle

## Assessment Findings

### Program Assessment Accomplishments

AY2022 was the year for review of the Grammar skill area (PSLO1). PSLO5 is annually reviewed and findings were also added there.

The mission statement was reviewed again according to our department review plan. The plan was found to be not matching in all displayed areas, so it was changed on website and many other places so they all match, such as IE Student Guide and IE Curriculum Guide uploaded to PSLO1 for reference.

IEP Coordinator met with Assessment Director, Jericho Hockett in spring 2022 to go through the rubrics and scores from last years report. These were discussed at IE Faculty meeting on April 18 so that work could continue to improve and be reported for the 2022 academic year.

A proposal was submitted to convert IE204 to a General Education course. The course was submitted as is for approval. Therefore, the outcomes will not change. The course was approved for Gen Ed credit and will start in Fall 2022.

### Finding per Measure

#### Intensive English Outcome Set

PSLO 1

#### Outcome: Use English with minimal global grammar errors

Write short essays, present short academic speeches, and participate in social conversations with minimal grammar errors that confuse meaning after applying linguistic knowledge and using strategies to find and correct their errors.

▼ **Measure:** English Grammar Use  
*Program level Direct - Other*

Details/Description:

Grammar is embedded in each core IE course. 20% of the grade for each course comes from assessing grammar outcomes. Assessments used to calculate this grade are also used for measuring PSLO1. Instructors use an average of scores on the grammar assessments or use the grade on the grammar portion of the final exam.

Acceptable Target:

80% of students earn 70% or more on a collection of grammar assessments in the Level 3 courses for reading, speaking/listening/ and writing.

### Findings for English Grammar Use

Summary of Findings:

89% of students in the year achieved the target in the Grammar SLOs.  
Pass rate was not target in 2 of the 7 classes offered in Level 3 in AY2022 mostly because the total number of students in those classes was very low because of the pandemic.

Results :

Acceptable Target Achievement: Met


Recommendations:

None.

Reflections/Notes:

Enrollment in these classes from which data was collected was very low because of the pandemic and political situations. Only 3 out of all the students in Level 3 during the academic year did not achieve the target. Instructors felt that one of those three students was placed in a level too high even though the student's TOEFL score was higher.

Substantiating Evidence:

 Grammar SLO Pass Rate Analysis.pdf (Adobe Acrobat Document)

 IEP Curriculum Guide 2022 CURRENT.pdf (Adobe Acrobat Document)


▼ **Measure:** English Grammar Use  
*Program level Direct - Portfolio*

Details/Description:

IE204 Portfolio Rubric has a section on grammar use.

Acceptable Target: 80% of students score greater than or equal to 3 on the grammar criterion of IE204 writing portfolio rubric.

Supporting Attachments:

 IEP Writing Portfolio Rubric (Word Document (Open XML))

Findings for English Grammar Use


Summary of Findings: 79% of students taking IE204 in AY2022 achieved the target.

Results : Acceptable Target Achievement: Not Met

Recommendations: None. Only 1 percentage point away from meeting target. This is satisfactory to IE faculty and we will hope for more students in the future in the program so that the statistics are better. But will consider lowering the threshold in the future if needed.

Reflections/Notes: One student was certainly placed in Level 3 according to TOEFL score, but really needed to start in Level 2.  
Numbers in this data are 19 out of 24 total students scored 3 or above on the grammar section of the portfolio.

Substantiating Evidence:

 Grammar SLO Pass Rate Analysis.pdf (Adobe Acrobat Document)

PSLO 2

**Outcome: Read English fluently with comprehension**

Upon completion of the IEP, students will read at 180 words per minute with 80% comprehension in order to succeed in courses with required college-level (low-advanced) reading.

▼ **Measure:** Reading Fluency & Comprehension Exam  
*Program level Direct - Exam*

**Details/Description:** Reading courses regularly have timed reading assessments using the appropriate level of reading materials. Benchmark is assessed from the two highest timed readings. Instructors provide 10 or more chances at timed readings during the semester.

**Acceptable Target:** Students score 180 words per minute or above on two timed readings with a score of 80% or more on associated comprehension quizzes.

Readings must be at B2-C1 level of CEFR or low-advanced.

**Findings for Reading Fluency & Comprehension Exam**

*No Findings Added*

**PSLO 3**

**Outcome: Speak and understand English for academic purposes**

Upon completion of the IEP, student will be able to to take relevant organized notes from short lectures and deliver a college-level speech and presentation with clear points, organization, and proper citations.

▼ **Measure:** Listening Comprehension  
*Program level Direct - Exam*

Details/Description: Note taking exam  
Acceptable Target: 80% of students score 75% or above on the Note Taking test toward the end of the semester.

Findings for Listening Comprehension

No Findings Added

▼ **Measure:** Speaking Skill Success after IEP  
*Program level Indirect - Other*

Details/Description: Many students who complete the IEP go on to take CN150 Public Speaking as it is required for many majors. Therefore, IEP student success can be measured by calculating the percent of students who earn a C or above in CN150 after previously taking IE203. This data is gathered from an Argos Report.  
Acceptable Target: Greater than or equal to 90% of students having previously taken IE203 earn a C or better in CN150.

Findings for Speaking Skill Success after IEP

No Findings Added

▼ **Measure:** Speech with sources  
*Program level Direct - Other*

Details/Description: 80% of students must score 75% or above on a speech assignment that includes sources. This speech is usually given toward the end of the semester. Refer to attached rubric.  
Acceptable Target: 80% of students must score 75% or above on the Speech with Sources Rubric during the IE203 course.

Supporting Attachments:

 Formal Speech Rubric.pdf (Adobe Acrobat Document)

Findings for Speech with sources

*No Findings Added*

PSLO 4

**Outcome: Write in English for college-level academic purposes**


Upon completion of the IEP, students will be able to write a college level paper organized in the American style of discourse and academic vocabulary with some research and proper citation included.

▼ **Measure:** Writing Portfolio  
*Program level Direct - Portfolio*

Details/Description:

Acceptable Target: 80% of students earn 75% or better using program-wide writing portfolio rubric.

Supporting Attachments:

 IEP Writing Portfolio Rubric (Word Document (Open XML))

Findings for Writing Portfolio

*No Findings Added*

▼ **Measure:** Writing Success after IEP  
*Program level Indirect - Other*

Details/Description:	Because the mission of the IEP is to prepare students academically for their degree program and all WU students much take First Year Writing, success can be measured by tracking what percent of former IEP students earn passing grades in First Year Writing (EN101). This data is gathered from an Argos Report.
Acceptable Target:	90% of students taking EN101 after previously completing IE204 within the last 3 academic years, earned a grade of C or above.

#### Findings for Writing Success after IEP

Summary of Findings:	99% of students taking EN101 after IE204 earned C or better in EN101.
Results :	Acceptable Target Achievement: Met
Recommendations:	None
Reflections/Notes:	IE204 continues to be good preparation for EN101

#### PSLO 5

#### **Outcome: Identify campus resources, develop study skills, increase communicative competence**

Upon completion of the IEP, degree-seeking students will be able to list resources on campus for success in the college classroom, increase communicative competence in English through authentic language practice, and complete a reflective presentation on academic and cultural adjustment lessons learned.

▼ **Measure:** Course Presentation  
*Program level Direct - Other*

**Details/Description:** Students summarize their activities and experiences in a final presentation on the last day of class. The content and reflection upon the activities and experiences is important.

**Acceptable Target:** Students score 75% or above on the content criterion on the rubric for the final presentation rubric for the course. See attached rubric.

#### Findings for Course Presentation

**Summary of Findings:** For AY2022, 93% of students scored above 75% on the presentation.

**Results :** Acceptable Target Achievement: Met

**Recommendations:** Target met. No recommendations. Continue similar planning for next year. This year we did have an intern for fall 2021. This will continue for AY2023.

**Reflections/Notes:** Microsoft Form will be developed for this class for AY2023 for ease of data collection. This was mentioned on last year's report. This year, engagement of all students was better than the previous year. This was certainly due to a return to normal class activities after the pandemic.

▼ **Measure:** Ending Survey  
*Program level Indirect - Survey*

**Details/Description:** Upon completion of the IE091 or 092, students respond that they feel more prepared for the US college classroom and environment on the Ending Survey Question #2.

**Acceptable Target:** 80% of students respond that they feel more prepared for the US college classroom and



environment on question #2 on the Ending Survey in IE091 or IE092.

#### Findings for Ending Survey

Summary of Findings:	100% of students completing the survey indicated that they feel more prepared.
Results :	Acceptable Target Achievement: Met
Recommendations:	None.
Reflections/Notes:	Microsoft Form will be ready for AY2023.

### Overall Recommendations

Grammar PSLOs, SLOs, Teaching Objectives in the IE Curriculum Guide, materials, methodology, and assessments were all reviewed during faculty meetings during AY2021-2022 year. Despite the pandemic and global political issues causing extremely low enrollment in the IEP, assessment findings were still mostly within target on PSLO1 and PSLO5. These were the only ones scheduled to be analyzed and reported on in AY2021-2022.

### Overall Reflection

Looking back on last year's report, we addressed the participation aspect of Language in Context courses included in PSLO5. There was much better participation than the previous year. Survey results also indicated that the students benefitted.

Grammar SLO data was analyzed this year and changes made to the SLOs and teaching objectives seem to be working. IEP is still experiencing very low enrollment because of international political and health travel restrictions. So, when 1 or 2 students don't reach the goals, it brings down the entire percentage in the findings. This year 2 students didn't meet the goals. One was because of extreme challenges to using technology. The other was a misplacement in levels according to a normally reliable placement test that was not reliable in this case. These two were not a result of the new assessment procedures as the IEP faculty determined.

## Faculty Collaboration

IE Faculty met 3 times per semester in AY2021-2022. They do the curriculum review of one skill area each year. This year it was Grammar (Language Accuracy) Curriculum. Besides this, there was a review of the updated grammar SLOs and how they were working on the ground this year. IEP Coordinator also met with Dr. Muffy Walter and Dr. Vanessa Steinroetter in Fall 2021 to obtain feedback about IE students who have matriculated into EN101 and EN103. In addition, Dr. Walter wanted feedback from IE about the new pathway to advising students on which first English course to take. In addition, IEP Coordinator met with the IE Advisory Council in September 2021 and shared assessment results and facilitated feedback. One outcome of both meetings was to go forward to pursue a level 3 IE course to become a General Education course. Also, IE advising was improved for after IEP completion.

## Communication & Collaboration with Students

PSLOs, rubrics, and findings are shared with students in various ways. rubrics and results are on syllabi. PSLOs and findings are shared on the IE Student Guide <https://www.washburn.edu/academics/international-programs/ie-files/ie-student-guide.pdf>. Students are asked on perception survey about the instructor's communication about assessment and then whether the instructor did grade them according to what they presented in the syllabus.

## Communication & Collaboration with External Stakeholders

Assessment Findings and data used to report are shared with the IEP Advisory Council (made up of colleagues in stakeholder departments) that meets each fall. The discussion with the Council is then used to guide the Curriculum Review and any other initiatives during that academic year. This year the General Education proposal for IE204 was a result of this feedback and encouragement from the council. In addition all Level 3 IEP courses were marked as fulfilling Foreign Language requirements in Degree Works. All assessment procedures, reports, rubrics are shared with the Commission on English Language Program Accreditation, the specialized accrediting body for the IEP. Feedback is given on the aggregate data. Some findings are shared on the website [www.washburn.edu/ip](http://www.washburn.edu/ip)

## Communication & Collaboration with University

IEP Coordinator/Lecturer attended trainings on Linking State and Program Assessments (led by Gloria Dye and Danny Wade) in Spring 2022 and met with the WU Assessment Coordinator, Jericho Hockett for more individualized feedback on assessment planning improvement for the IEP. IEP Coordinator/Lecturer earned two CTET certificates during the AY2022, including the specific workshop for assessment included Goals, Objectives, or Outcomes? Oh My! Also, the coordinator attended all Academic Leaders meetings. The IEP Coordinator is the only full-time faculty in the department.

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