

2021-2022 Assessment Cycle

## Assessment Plan

### Mission Statement

The mission of the Intensive English Program (IEP) is to offer leveled English language courses to prepare non-native English speakers, including international students, for success in degree programs at the university and other academic and community settings. The IEP is committed to facilitating cross-cultural understanding and supporting the university's values of academic excellence and inclusion.

### Measures

#### 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.

▼ **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))

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.

### 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.

▼ **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.

▼ **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)

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))

▼ **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.

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.

▼ **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.

## **Analysis and Reporting Calendar**

Data are collected for each PSLO (1-5) annually. Data is analyzed according to the following schedule:

- PSLO1: 2021-2022 and every four years thereafter
- PSLO2: 2018-2019 and every four years thereafter
- PSLO3: 2019-2020 and every four years thereafter
- PSLO4: 2020-2021 and every four years thereafter
- PSLO5: annually

## **Stakeholder Involvement**

The data from each PSLO that was analyzed the previous year are presented to faculty at faculty meetings. That data drives the curriculum review in that area. Decisions are made then on what changes need to be made in the curriculum, course materials, and course assessments. Faculty then implement the changes made in any of these areas. The data for PSLO1-4 are only analyzed every four years and extra time and focus is put on the PSLO/skill area under review that year. PSLO5 is analyzed every year.

Results are also reported to students in the IEP Student Guide, syllabi, and to stakeholder departments through the IEP Advisory Council, which meets annually. Some results are reported on the website as well [www.washburn.edu/ip](http://www.washburn.edu/ip)

## **Program Assessment Plan Review Cycle**

Changes were made to the Assessment Plan in FY15 and FY17. Changes were made in FY19 plan for PSLO3. The first year assessing according to those changes for PSLO3 are FY20.

The Plan is officially planned to be reviewed every five years during the same year as the Office of International Programs Program Review, which takes place FY21.

Plan reviewed and mission statement updated May 2021.

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