

ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Office of Institutional Effectiveness.

Program / Department: English as a Second Language (ESL)

Submitted by: Dr. Joanne J. Noel

ASSESSMENT of PROGRAM STUDENT LEARNING GOALS and OUTCOMES

I. List the Program Goals in the first column and indicate in which year those goals will be assessed.

Program Goals: What the program aims to achieve and what it should offer students who take it.

| Goals for the _____ Major/Dept. | Year | Fall 2025 | Spring 2026 | Fall 2026 | Spring 2027 |
|---|------|--------------|--------------|--------------|--------------|
| Goal 1. Improve overall literacy and English, emphasizing the development of reading skills in English, ensuring a well-rounded language proficiency competency that prepares students for English-only courses. | | X Level 2 | | X Level 1 | |
| Goal 2. Improve overall literacy and English, emphasizing the development of writing skills in English, ensuring a well-rounded language proficiency competency that prepares students for English-only courses. | | | X Level 3 | X Level 4 | X Level 5 |
| Goal 3 Improve overall literacy and English, emphasizing the development of speaking skills in English, ensuring a well-rounded language | | X Level 2 | X Level 3 | X Level 4 | X Level 5 |

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| proficiency competency that prepares students for English-only courses. | | | | |
| Goal 4. Improve overall literacy and English, emphasizing the development of listening skills in English, ensuring a well-rounded language proficiency competency that prepares students for English-only courses. | | | | X Level 5 |
| | | | | |

II. Program Goals and Specific Student Learning Outcomes for assessment in 2024-2025

- In column 1, identify which goal(s) will be assessed this year. In column 2, list the corresponding specific learning outcomes.*

Specific Learning Outcomes = component parts of program goals which identify in more detail what you want students to know or be able to do by the end of the program.

- Attach syllabi of courses where learning outcomes will be assessed and any other relevant assessment tools.*

| Program Goal to be assessed this year | Specific Student Learning Outcomes to be assessed (Typically taken from course syllabus) | Which course will these be assessed? | How assessed? (eg. Rubric, survey, focus group) | Does assessment tool already exist? Y / N? | If NO, who will create it? | By when? | When will data be collected & analyzed? |
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| Goal 3 | | Conversational English | Exam | Yes | Instructor | Midterm/Final | Last week of course |
|--------|--|------------------------|------|-----|------------|---------------|---------------------|
| | 1). Improve conversational and listening techniques and strategies | | | | | | |
| | 2). Expand knowledge of English vocabulary | | | | | | |
| | 3). Organize oral projects which highlight chapter themes and presentational skills | | | | | | |
| | 4). Be generally understood by native speakers when discussing various contemporary topics | | | | | | |
| | 5). Produce clear English vowels and consonants, as well as stress and intonation patterns | | | | | | |
| | 6). Present well-organized individual presentations on researched topics that | | | | | | |

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| | include an introduction, body and conclusion | | | | | | |
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| | | | | | | | |
| Goal 1 | <p>1). Can read very short, simple texts.</p> <p>2). Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables.</p> <p>3). Can understand short simple personal letters.</p> | ESL Level 2 | Exam | Yes | Instructor | Midterm/Final | Last week of course |
| | | | | | | | |

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III. Rationale for decisions

Based on the purpose of the ESL program, which is to help students become proficient in the four language domains, the goals were revised to reflect the need for intentional and rigorous assessment of learning to help students prepare to meet the rigors of learning when they matriculate into a BA program.

IV. What conclusions can be drawn based on your assessment results?

TBD

V. Based on your analysis of the assessment results, what curricular or instructional changes will be made to improve student learning outcomes?

TBD

VI. Please evaluate the quality of program-level assessment in your area and specify any steps needed for improvement. When, and by whom will these steps be implemented? Do your recommendations apply to the assignment, course, program, evaluated learning outcomes, or another area of student learning? Please indicate which and provide SMART Goal action steps. (SMART: Specific, Measurable, Achievable, Relevant, & Time-bound)

While assessment of a course or two every semester helps to determine if students are successfully achieving the learning outcomes in a specific domain, a rigorous and cost-effective final assessment should also be added at the end of Level 1 (Grammar); Level 2 (Reading); Level 3 (Listening); Level 4 (Speaking); Level 5 (Writing) to determine if students are making steady progress towards a Global Scale of English (GSE) of 70-79.