All Fields

This is a report out of curriqunet Meta with a few edits for readability. Find the assessment (if it's yours, on your assessment page), click on the paper icon under the Reports column, save as webpage or copy/paste into a word processing doc if you want to edit)

ESOL 50 SLO #3 Spring 2021

Main

Assessment Type: Individual Instructor Assessment of Course Outcome

Assessment Information

Assessment Report Title ESOL 50 SLO #3 Spring 2021

Originator Wadell, Elizabeth

Department L - English for Speakers of Other Languages

Semester Assessed Spring

Year Assessed 2021

Number of students assessed 24

Students Meeting Success Criteria 20

Number of students on roster 29

Subject

English for Speakers of Other Languages

Choose Course

ESOL 050A - Advanced Listening and Speaking

Choose Course Version

ESOL 050A - Advanced Listening and Speaking (11/20/2019 - Current)

Choose Course Outcome

3. Demonstrate comprehension and use of American cultural conventions in oral communications.

Co-Contributor

Assessment Methods / Tools

Assessment Methods / Tools

Check all that apply.

Description and additional details about the assessment method(s)/tool(s)

Students will give a final persuasive presentation. For the purpose of this SLO, they will be assessed according to a rubric with the following three categories: organization, nonverbals, and speech flow.

Describe how you are measuring success. Success criteria should be determined BEFORE analyzing your data. What percentage of students would you want to perform at what level to consider the class successful with that outcome? For example, "80% of the students must earn at least 70% of the points in order to meet the expectations for this outcome."

Success Criteria

At least 75% of the students will get a score of "good" or "excellent" in each of the three areas of the rubric.

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*

Attached File
ESOL 50 SLO #3 rubric.docx

Assessment Results

Outcome (Read only)

3. Demonstrate comprehension and use of American cultural conventions in oral communications.

Delivery Method Distance Education 100% Online

What do these results tell you about how well students are mastering the skills for:

Category ESOL 050A - Advanced Listening and Speaking

Number of students assessed 24

Students Meeting Success Criteria 20

Percent of students successful 83.33

Generally, results are likely to be numerical; analysis should be a brief narrative describing what you feel the numbers mean in the context of your program. What strengths did you find when you evaluated your students' work?

Results and Analysis

Scores in each category

	Excellent: Outstanding public speaking	Good: Some of the features of effective public speaking	Needs work: Limited use of key features	Minimal evidence of this. Listeners may struggle to understand or stay engaged
Organization (hook, transition, support, conclusion)Organization (hook, transition, support, conclusion)	15	7	2	0
Nonverbals: Eye contact and body language	11	9	4	0
Speech flow: Speaking fluency, intonation, and rate. Natural, not reading.	14	6	4	0

In each category, at least 83% of students got a score of "excellence" or "good". The most "excellent" scores were in the area of organization, perhaps because these skills can be easily taught and rehearsed. Speech flow is more challenging to teach in a single semester because it relates to overall English fluency and intonation. Nevertheless, several strategies for improving speech flow can be taught, such as practicing, pausing at key moments, and changing the rate of speech. The overall high scores in this area indicate that these strategies were effective but could be reinforced even more. See below for analysis of nonverbals.

There may be some overlap with your analysis narrative. Learning gaps are the areas where students need to improve, and should be the main issues from the analysis that you will address with an action plan.

Learning gaps identified based on analysis

The lowest scores were in the areas of nonverbal communication and speech flow. Nonverbal communication includes areas such as eye contact, facial expressions, and gestures. This challenge needs to be taken in the context of presenting on Zoom, where some of the usual strategies of nonverbal communication do not apply and many professionals also struggle with maintaining eye contact with a camera, avoiding distracting motions, and using gestures that can be captured on the camera. In addition, many students had technical problems that limited their use of Zoom.

Given these exceptional circumstances, speech flow is actually the most important learning gap to focus on. As stated above, speech flow is related to overall language ability, but there are also strategies that can be specifically taught and students with lower levels of proficiency must be made aware of how to incorporate them into their repertoires and given ample opportunities to practice and reflect.

***Attachments may include** rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*
Attached File

Reflection
Review previous action plan below, along with previous and current assessment results. Discuss the efficacy of planned actions from past assessments of the same SLO. Did your previous action plan result in better student learning? What worked, what didn't work, etc.? If you have never assessed this SLO before, please put N/A.
n/a

Action Plan
Results and Analysis entered on the results tab
Scores in each category

	Excellent: Outstanding public speaking	Good: Some of the features of effective public speaking	Needs work: Limited use of key features	Minimal evidence of this. Listeners may struggle to understand or stay engaged
Organization (hook, transition, support, conclusion)Organization (hook, transition, support, conclusion)	15	7	2	0
Nonverbals: Eye contact and body language	11	9	4	0
Speech flow: Speaking fluency, intonation, and rate. Natural, not reading.	14	6	4	0

In each category, at least 83% of students got a score of "excellence" or "good". The most "excellent" scores were in the area of organization, perhaps because these skills can be easily taught and rehearsed. Speech flow is more challenging to teach in a single semester because it relates to overall English fluency and intonation. Nevertheless, several strategies for improving speech flow can be taught, such as practicing, pausing at key moments, and changing the rate of speech. The overall high scores in this area indicate that these strategies were effective but could be reinforced even more. See below for analysis of nonverbals.

Learning gaps identified on the results tab
The lowest scores were in the areas of nonverbal communication and speech flow. Nonverbal communication includes areas such as eye contact, facial expressions, and gestures. This challenge needs to be taken in the context of presenting on Zoom, where some of the usual strategies of nonverbal communication do not apply and many professionals also struggle with maintaining eye contact with a camera, avoiding distracting motions, and using gestures that can be captured on the camera. In addition, many students had technical problems that limited their use of Zoom.

Given these exceptional circumstances, speech flow is actually the most important learning gap to focus on. As stated above, speech flow is related to overall language ability, but there are also strategies that can be specifically taught and students with lower levels of proficiency must be made aware of how to incorporate them into their repertoires and given ample opportunities to practice and reflect.

Actions to Take at Course Level

Revise activities leading up to and/or supporting assignment/activities
Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab.
Students currently watch recordings of their prior presentations, reflect on strengths and challenges, and set goals. However, a new activity should be added encouraging students to reflect specifically on speech flow and how using specific strategies (changing the rate of speech and effective pausing) affects that. This activity should come in the week that focuses on Features of Effective Spoken English).

Actions to Take Beyond Course Level

Encourage faculty to share activities that foster competency
Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab.
Our faculty is currently in the process of evaluating and revising the content of listening and speaking classes. As part of that process, we should share our rubrics and ensure that we are evaluating and reinforcing the same public speaking skills across levels.

You should plan to assess all SLOs/SAOs for a program within a 3-year cycle, but you may want to assess more often if you feel it is critical to implement your action plan and assess the same SLO/SAO again.
Next Assessment
2024 Spring

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*
Attached File

Attach Files

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*
Attached File
ESOL 50 SLO #3 rubric.docx

Codes/Dates

Originator Wadell, Elizabeth
Approval Date