

Course Student Learning Outcomes Assessment

ESL 530 American English Pronunciation

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General Information (Course Student Learning Outcomes Assessment)

Standing Requirements

Course Description

Develops English language fluency and productive and receptive skills as they relate to sound discrimination sound inventory stress intonation linking prominence and rhythm. The course aims to help students understand English and be understood while functioning within employment survival and academic contexts.

Course Student Learning Outcomes

ESL 530 American English Pronunciation Outcome Set

Outcome

Outcome

Outcome 1
Demonstrate an understanding of the sound inventory of American English using correct consonant and vowel sounds (segmentals).

Outcome 2

Relate thoughts and ideas using correct linking, word, and sentence stress (suprasegmentals).

Mapping

Institutional Student Learning Outcomes: Act 2, Communicate 1, Communicate 2, Learn 1, Learn 3, Think 2, Think 3

Institutional Student Learning Outcomes: Act 2, Communicate 1, Communicate 2, Learn 1, Learn 3, Think 2, Think 3

2014-2015 Assessment Cycle

Measurements

Outcomes and Measures

ESL 530 American English Pronunciation Outcome Set

Outcome

Outcome 1

Demonstrate an understanding of the sound inventory of American English using correct consonant and vowel sounds (segmentals).

▼ **Measure:** American English Pronunciation (AEP) Posttest
Course level; Direct - Exam




Description of Measurement Tool: American English Pronunciation (AEP) Posttest - Segmentals (Vowels, Consonants)

Criteria for Success: Individual & Collective Student Criterion: Pass the AEP Posttest (Segmentals) with a minimum score of 72%

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Supporting Attachments:

-  AEP Score Sheet.doc (Microsoft Word)
-  AEP Sound Discr Aural POST SCRIPT VOWELS.doc (Microsoft Word)
-  AEP Sound Discr Aural POST SCRIPT CONSONANTS.doc (Microsoft Word)

Outcome 2

Relate thoughts and ideas using correct linking, word, and sentence stress (suprasegmentals).

▼ **Measure:** American English Pronunciation (AEP) Posttest
Course level; Direct - Exam





Description of Measurement Tool: American English Pronunciation (AEP) Posttest - Suprasegmentals (Linking, Sentence Stress, Word Stress)

Criteria for Success: Individual & Collective Student Criterion: Pass the AEP Posttest (Suprasegmentals) with a minimum score of 72%

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Findings

Finding per Measure

ESL 530 American English Pronunciation Outcome Set

Outcome

Outcome 1

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Findings for American English Pronunciation (AEP) Posttest

Summary of Findings: # of sections that participated = 3
students measured = 70
Students who met criteria = 63
% that met the criteria = 90%

Results: Criteria for Success Achievement Status: Exceeded

Analysis of Findings: The criteria successfully measures student progress

Recommendations: continue to monitor criteria to ensure that it is not too easy

Outcome 2

Relate thoughts and ideas using correct linking, word, and sentence stress (suprasegmentals).

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Course level; Direct - Exam





Description of Measurement Tool: American English Pronunciation (AEP) Posttest - Suprasegmentals (Linking, Sentence Stress, Word Stress)

Criteria for Success: Individual & Collective Student Criterion: Pass the AEP Posttest (Suprasegmentals) with a minimum score of 72%

Cycle of Assessment: Every spring

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Findings for American English Pronunciation (AEP) Posttest

Summary of Findings: # of sections that participated = 2
students measured = 70
Students who met criteria = 59
% that met the criteria = 84%

Results: Criteria for Success Achievement Status: Met

Analysis of Findings: The criteria successfully measures student progress

Recommendations: none



Overall Recommendations

No text specified

 **Plans of Action**

 **Status Reports**

2013-2014 Assessment Cycle

Measurements

Outcomes and Measures

ESL 530 American English Pronunciation Outcome Set

Outcome

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Course level; Direct - Exam




Description of Measurement Tool: American English Pronunciation (AEP) Posttest - Segmentals (Vowels, Consonants)

Criteria for Success: Individual & Collective Student Criterion: Pass the AEP Posttest (Segmentals) with a minimum score of 72%

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

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Finding per Measure

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Findings for American English Pronunciation (AEP) Posttest

Summary of Findings: Three section participated in this assessment. There were 78 students measured. Sixty three students met the established criterion for success. This is a total passing percentage of 80%.

Results: Criteria for Success Achievement Status: Met

Analysis of Findings: This assessment measures students consonant and vowel sound inventory understanding. This is an appropriate measure of student success for this course. The passing rate is high and indicative to student ability at this level.

Recommendations:
Continue to use the same assessment and criterion for success next semester

Outcome 2

Relate thoughts and ideas using correct linking, word, and sentence stress (suprasegmentals).

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Course level; Direct - Exam





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Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

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Findings for American English Pronunciation (AEP) Posttest

Summary of Findings: three section participated in this assessment. There were 78 students measured. Fifty six students met the established criterion for success. This is a total passing percentage of 70%.

Results: Criteria for Success Achievement Status: Met

Analysis of Findings: This assessment measures students consonant and vowel sound

inventory understanding. This is an appropriate measure of student success for this course. The passing rate is indicative of students ability and the difficulty in using suprasegmentals. (linking, word, and sentence stress).

There was a variance in student achievement rates, by class, but this is consistent with many assessments.

Recommendations: Continue to use the same assessment and criterion for success next semester

Overall Recommendations

No text specified

Plans of Action

Status Reports

2012-2013 Assessment Cycle

Measurements

Outcomes and Measures

ESL 530 American English Pronunciation Outcome Set

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Findings for American English Pronunciation (AEP) Posttest

Summary of Findings: 67 tested
52 passed

78% met criteria

Results: Criteria for Success Achievement Status: Met

Analysis of Findings: Good results

Recommendations: No change

Outcome 2

Relate thoughts and ideas using correct linking, word, and sentence stress (suprasegmentals).

▼ **Measure:** American English Pronunciation (AEP) Posttest
Course level; Direct - Exam





Description of Measurement Tool: American English Pronunciation (AEP) Posttest - Suprasegmentals (Linking, Sentence Stress, Word Stress)

Criteria for Success: Individual & Collective Student Criterion: Pass the AEP Posttest (Suprasegmentals) with a minimum score of 72%

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Supporting Attachments:

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Findings for American English Pronunciation (AEP) Posttest

Summary of Findings: 67 tested
43 passed

64% met criteria

Results: Criteria for Success Achievement Status: Met

Analysis of Findings: Fair results

Recommendations: Discuss at Flex meetings in spring 2014

This Findings is associated with the following Actions:

Improve Student Success

(Plans of Action; 2012-2013 Assessment Cycle)

Overall Recommendations

No text specified

 **Plans of Action**

Actions

ESL 530 American English Pronunciation Outcome Set

Outcome

Outcome 2

Relate thoughts and ideas using correct linking, word, and sentence stress (suprasegmentals).

▼ **Action:** Improve Student Success

This Action is associated with the following Findings

Findings for American English Pronunciation (AEP) Posttest
(Measurements and Findings; 2012-2013 Assessment Cycle)

Summary of Findings: 67 tested
43 passed

64% met criteria

Details of Plan of Action: Discuss how to improve student learning at spring flex 2014 workshop

Plan of Action Timeline: Implement Fall 2014

Who is responsible for carrying out the Plan of Action?: Department chair/coordinator

How will you determine if the Plan of Action has been effective?: Reassessment

Additional Resources Required (if any): Unknown

Budget request amount: \$0.00

Priority: Medium

 **Status Reports**

Action Statuses

ESL 530 American English Pronunciation Outcome Set

Outcome

Outcome 2

Relate thoughts and ideas using correct linking, word, and sentence stress (suprasegmentals).

▼ **Action:** Improve Student Success

Details of Plan of Action: Discuss how to improve student learning at spring flex 2014 workshop

Plan of Action Timeline: Implement Fall 2014

Who is responsible for carrying out the Plan of Action?: Department chair/coordinator

How will you determine if the Plan of Action has been effective?: Reassessment

Additional Resources Required (if any): Unknown

Budget request amount: \$0.00

Priority: Medium

Status for Improve Student Success

No Status Added

Status Summary

No text specified

Summary of Next Steps

No text specified