

Assessment Plan for Intensive English Language Center 2004

University Mission

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship, and public service, the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community.

The university's mission is related to the mission of the Intensive English program in two ways. One goal of our program is to bring students whose English does not meet the English proficiency requirements established by the University up to the required level such that they can enter the university to complete their educational goals. Other students enter our program in order to improve their English for personal or professional reasons; many of these students are local permanent residents and, in this regard, our program is serving the community by helping these people improve their English and, therefore, their life skills.

Program Mission

The Intensive English Language Center (IELC) serves non-native English-speaking students who do not meet WSU's English language proficiency requirements and other individuals who wish to increase their English language skills. For international students seeking admission to the university, It is an intensive, pre-academic language and cultural immersion program. Approximately thirty to fifty language classes are taught daily at six levels of instruction.

The mission directly addresses the goal of helping the students achieve the required English proficiency for entrance to the University. In addition, we have international students as well as permanent residents who are not university bound, but rather want to improve their knowledge of and ability in English for personal or professional reasons. Classes taken in our program for this purpose help them improve their respective life skills.

Program Goals and Objectives

Our goal is to help all students, regardless of their purpose for studying, achieve communicative competence by mastery of level-appropriate tasks and/or structures in four specific skill areas – reading, writing, grammar, and speaking & listening – that increase in difficulty and sophistication as they progress through

the program. The objectives for university-bound students are: (1) that they can read freshmen academic texts at a minimum speed of 250 – 300 words per minute with a 75% - 80% comprehension rate; (2) that they have the grammatical, rhetorical, and research skills needed to write essays and research papers, including knowledge of documentation styles, although they might not have mastery of all these skills at the time they enter the university; (3) that they are able to understand 75 % - 80% of an academic lecture covering and expanding on the text materials as well as get the same percentage of information on paper in note form; and (4) have the skills to give oral and Power Point presentations of varying lengths, which may or may not require research. We track the students whose interests are in language skills enrichment in the same manner that we track the university-bound students.

Learner Outcomes

For university-bound students, objectives are realized in the outcome of meeting the entrance requirements for full-time study at the University. They either succeed in obtaining the required score on the TOEFL or they successfully complete the Introduction to Academic Studies class(es).

For international students studying for personal or professional reasons, objectives are realized when they have mastered sufficient tasks and/or structures to give them the necessary communicative competence they need to improve their life skills.

For permanent residents, who are usually studying for personal or professional reasons, objectives are realized when they too have mastered sufficient tasks and/or structure to give them the necessary communicative competence they need to improve not only their life skills but their life as well.

Assessment of Program Goals

Assessment of program goals is accomplished by having all students complete the “Intensive English Language Center Program Evaluation.” This is done in the IE Learning Laboratory close to the end of each semester. [See attachment]

Assessment of Learner Outcomes

Assessment of learner outcomes is accomplished by tracking the students as they progress through the program. They are tracked in two ways. First, they are tracked to determine how many students exit our program in a “timely manner;” that is, they progress through the program without repeating any level, and thus are able to meet the requirements for admission to the University.

Second, they are tracked on the length of time it takes each student to reach his/her desired level of achievement. [See attachment]

Results

Formal assessment procedures will begin in the spring of 2005.

Feedback Loop

The data from the Program Goals assessment survey and the Learner Outcomes assessment that tracks the length of time students spend in the program and performance levels is provided to the faculty each semester. Two faculty meetings per year focus on this data and what the overall appearance of the assessment seems to be, and then there is a discussion of what, if any, changes should be addressed to strengthen the program.

In addition to data tabulated from the student surveys of the program, there are also open-ended questions. The responses to these questions are also part of the discussion of what, if any, changes should be addressed to strengthen the program.

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