Department/Program: LEAP (Learning English for Academic Purposes)
Academic Year of Report: Fall 2011/Spring 2012
Date Submitted: 15/Nov/2012
Report author: Cody Lyon

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    Email: codylyon@weber.edu
A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.

If the information is not current, please provide an update:

All of the instructors in our program are experienced and culturally sensitive instructors who are dedicated to helping students on their path to master the English language. We know that our students have a goal to enter an American university setting with ability, confidence, and knowledge; and the LEAP Department is committed to helping students reach that goal.
B. Mission Statement
Please review the Mission Statement for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the information is not current, please provide an update:

The Weber State University LEAP Department (Learning English for Academic Purposes) provides intensive English language courses for students in the process of acquiring English as a second language for academic use. It is the mission of the Department to prepare these students to function effectively in mainstream academic classes where English is the language of instruction. In doing so, we also seek to familiarize students with American culture and the academic atmosphere of studying at an American university.
C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

Measureable Learning Outcomes

At the end of their study in the LEAP Program, students in this program will be able to:

1) Write an essay containing more than five paragraphs on an academic topic that incorporates outside sources.
2) Read and comprehend unadapted academic texts.
3) Express and defend opinions about academic topics.
4) Recognize, understand, and use advanced English grammar structures.
5) Understand the dynamics of the American University classroom and interaction with American professors and instructors.
6) Show an understanding of some of the aspects of American culture and society necessary for academic and social success.
7) Demonstrate an understanding of study habits, standards, and ethics needed for success at an American University.
D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.
If the curriculum grid is not current, please provide an update:

**Curriculum Map**

<table>
<thead>
<tr>
<th>LEAP Core Courses</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Read and comprehend basic words and simple sentences in the Roman alphabet</td>
<td>Read and comprehend short paragraphs with simple language</td>
<td>Read and comprehend short texts consisting of related paragraphs</td>
<td>Read and comprehend simplified academic texts</td>
<td>Read and comprehend modified academic texts</td>
<td>Read and comprehend slightly modified academic texts</td>
<td>Read and comprehend unadapted academic texts</td>
</tr>
<tr>
<td>Writing</td>
<td>Write basic words and simple sentences in the Roman alphabet</td>
<td>Write 3 to 4 simple sentences on a single familiar topic</td>
<td>Write short paragraphs consisting of 5-10 sentences</td>
<td>Write 2-3 paragraphs consisting of 12-15 sentences on a single topic</td>
<td>Write a 5-paragraph essay on a non-academic topic</td>
<td>Write a 5-paragraph essay on an academic topic</td>
<td>Write an essay containing more than five paragraphs on an academic topic that incorporates outside sources</td>
</tr>
<tr>
<td>Communication</td>
<td>Communicate minimally</td>
<td>Successfully manage simple communicative tasks</td>
<td>Communicate spontaneously in simple social situations</td>
<td>Comprehend and communicate about semi academic topics</td>
<td>Communicate about academic topics</td>
<td>Express and defend opinions about academic topics</td>
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<tr>
<td>Grammar</td>
<td>Recognize, understand, and use nouns and modifiers, simple past tense, and future tense</td>
<td>Recognize, understand, and use present perfect tense, modal verbs, and adjective clauses</td>
<td>Recognize, understand, and use past and future perfect tense, passive voice, and noun clauses</td>
<td>Recognize, understand, and use gerunds and infinitives, conditionals, and adverb clauses</td>
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</tbody>
</table>
E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the plan is not current, please provide an update:

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

<table>
<thead>
<tr>
<th>Year</th>
<th>Assessment: Level Goals</th>
<th>How</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
</table>
| 1    | Level 7                | 1) Post-program success in WSU academic courses  
2) Student progress from initial placement in program  
3) Pass/fail rates from final exams & overall course grade  
4) Distribution of course/level GPA’s  
5) Frequency of repeat students  
6) Student evaluations of courses/instructors | Spring 2013 | LEAP Program Director  
International Student Specialist  
Faculty as assigned |
| 2    | Level 6                | 1) Post-program success in WSU academic courses  
2) Student progress from initial placement in program  
3) Pass/fail rates from final exams & overall | Fall 2013 | LEAP Program Director  
International Student Specialist  
Faculty as assigned |
| Level 5 | Writing: Write a 5-paragraph essay on a non-academic topic  
Reading: Read and comprehend modified academic texts  
Speaking and Listening: Communicate about academic topics  
Grammar: Recognize, understand, and use advanced English grammar structures | course grade  
4) Distribution of course/level GPA's  
5) Frequency of repeat students  
6) Student evaluations of courses/instructors | Spring 2014 |
|---|---|---|
| Level 4 | Writing: Write 2-3 paragraphs consisting of 12-15 sentences on a single topic  
Reading: Read and comprehend simplified academic texts  
Speaking and Listening: Comprehend and communicate about semi academic topics | 1) Pass/fail rates from final exams & overall course grade  
2) Distribution of course/level GPA's  
3) Frequency of repeat students  
4) Student evaluations of courses/instructors | Fall 2014 |
| LEAP Program Director  
International Student Specialist  
Faculty as assigned | | |
Grammar: Recognize, understand, and use intermediate English grammar structures

Pronunciation: To be able to understand features of English pronunciation, to sound out words and participate in everyday conversation and be able to complete classroom assignments and understand more clearly what is being said

Level 3

Writing: Write short paragraphs consisting of 5-10 sentences

Reading: Read and comprehend short texts consisting of related paragraphs

Speaking and Listening: Communicate spontaneously in simple social situations

Grammar: Recognize, understand, and use basic English grammar structures

Pronunciation: Review the pronunciation of the letters of the English alphabet and ways to sound out words and participate in everyday
<table>
<thead>
<tr>
<th></th>
<th>Level 2</th>
<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Writing:</strong> Write 3 to 4 simple sentences on a single familiar topic</td>
<td><strong>Writing:</strong> Write basic words and simple sentences in the Roman alphabet</td>
</tr>
<tr>
<td></td>
<td><strong>Reading:</strong> Read and comprehend short paragraphs with simple language</td>
<td><strong>Reading:</strong> Read and comprehend basic words and simple sentences in the Roman alphabet</td>
</tr>
<tr>
<td></td>
<td><strong>Speaking and Listening:</strong> Successfully manage simple communicative task</td>
<td><strong>Speaking and Listening:</strong> Communicate minimally.</td>
</tr>
<tr>
<td></td>
<td><strong>Grammar:</strong> Recognize, understand, and use basic English grammar structures</td>
<td><strong>Grammar:</strong> Recognize, understand, and use basic English grammar structures</td>
</tr>
</tbody>
</table>

1) Pass/fail rates from final exams & overall course grade  
2) Distribution of course/level GPA’s  
3) Frequency of repeat students  
4) Student evaluations of courses/instructors

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Spring 2016</th>
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</table>
|   | LEAP Program Director  
International Student Specialist  
Faculty as assigned | Fall 2015  
LEAP Program Director  
International Student Specialist  
Faculty as assigned |
<table>
<thead>
<tr>
<th>Year</th>
<th>Assessment</th>
<th>How</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Placement Exams</td>
<td>Student attrition in program from initial placement</td>
<td>Fall/Spring</td>
<td>LEAP Program Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distribution of students among levels</td>
<td></td>
<td>International Student Specialist</td>
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<tr>
<td></td>
<td></td>
<td>Comparing placement exam with standardized exams in each level</td>
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<td>Faculty as assigned</td>
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<td></td>
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<td>Teacher/student ratios inside the classroom</td>
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<td></td>
<td></td>
<td>Post-program admission/success in WSU academic courses</td>
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</table>
F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

a. Evidence of Learning: Courses within the Major

*Final writing exams undergo a blind double grading process where course instructors remove the names from writing exam samples and give them to another instructor from the level above their own (except level 7, which is conducted among other level 7 instructors). The instructor conducting the blind grade uses ACTFL language proficiency guidelines as a measure to assess each writing exam. Exams that meet the ACTFL guidelines for that level are marked as Pass & are then given back to the instructor of the course. The instructor of the course then grades all of the Passing writing exams based off of the rubric for the final writing exam, which is lined up with course outcomes. Exams that do not pass the first blind grading do not pass the course and can only receive a 76% overall in the course, which is a failing grade. Therefore, students who have passed a LEAP writing course have passed a 2-instructor blind double grading process for their final writing exam, as well as earning a minimum grade of 77% overall in the class.

<table>
<thead>
<tr>
<th>2011 Evidence of Learning: LEAP Writing Courses</th>
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<tbody>
<tr>
<td><strong>Measurable Learning Outcomes by Level</strong></td>
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<tr>
<td>Students will be able to write...</td>
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<tr>
<td><strong>Method of Measurement</strong></td>
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<tr>
<td>Direct Measures</td>
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<tr>
<td><strong>Level 1</strong>: basic words and simple sentences in the Roman alphabet.</td>
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<td><strong>Level 2</strong>: 3 to 4 simple sentences on a single familiar topic.</td>
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<td>Level</td>
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<td>7</td>
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</table>
Please respond to the following questions.

1) Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

To answer this question, compare evidence from prior years to the evidence from the current year. Discuss trends of evidence that increases your confidence in the strengths of the program. Also discuss trends of concern (e.g. students struggling to achieve particular student outcomes).

Our program is confident in its ability to help our students meet the outcomes of their courses and progress through our program and eventually into general academic classes here at WSU or at other college or universities. Our previous year’s data has pointed out several writing courses that need to be evaluated further according to our 5-year assessment plan. One of our major concerns as a department is the large number of students that fail their classes, often repeatedly. Currently we are working to create procedures to help students progress steadily though our program.

2) With whom did you share the results of the year’s assessment efforts?

Our assessment report is shared and reviewed by the faculty and staff from our department. We have plans to share future assessment data with a student representative from the International Student Center.

3) Based on your program’s assessment findings, what subsequent action will your program take?

Our department just went through CEA accreditation review during the summer of 2012. Based off of recommendations from the CEA review, and our own plans for development, our department is creating and putting in place several new procedures and policies in regards to assessment needs for our program. Currently we are working on the following policies:

1. Standardized final exams with grading standards/rubrics throughout entire course aligned to each level
2. Faculty/adjunct mentoring guidelines
3. Procedures to track and document students’ progress through our program and provide scaffolding to students struggling to achieve student outcomes
4. Standardized course policies such as attendance, issuing of UW grades, late homework policies, plagiarism/cheating