

**Review of Performance:** ESL/Bu 096, English for Business Purposes II, Spring 2014, 18 students in section 1 and 7 students in section 2, a total of 25 students finished the course. Twenty-three students took the final exam.

Submitted by: Jean Ranahan

SLO# The student will be able to:	I, D, M	Reflection/Comment
1.1 Identify the parts of a business letter.	M	Twenty five of 25 students passed the quiz identifying parts of a business letter. Students were allowed to retake quiz as many times as needed. Sixteen of the 19 students who took an unannounced post test showed that they had retained the names of the 13 parts of a business letter. More importantly, students were often observed correctly using the names of the most common parts of a letter and all students were able to demonstrate independently writing letters that included all the necessary parts of a business letter.
1.2 Identify tone, and sense of various types of business communications.	I	Twenty three students passed this SLO. This SLO was assessed throughout the semester. Fifteen of 19 students passed the section of the posttest on which, when given pairs of letters, they were able to select the letter that was written with correct tone and sense. Classroom observations indicated that all students were able to distinguish the difference between tone and sense of social business letters and tone and sense in more formal business letters. When given a scenario, students were able say whether the situation required a first collection letter or a final collection letter. More importantly all students who took the final exam were able to write a letter of application using correct tone and sense.
2.1 Organize letters and other business documents.	D	All 25 students passed this SLO at some point in the semester. All students participated in the planning and discussion of organizing various types of business letters. They discussed what should be included in each part of the letter and also what topics and information must be included in the body. They then wrote the letters as planned.
2.2 Write letters and other business documents.	I	All 25 students wrote letters and other business documents. Their grades were determined by the number of assignments completed and the quality of their final submissions as judged on rubrics assessing a range of measures including appearance, completeness, mechanics, tone sense, usage, and content.
3.1 Maintain an electronic file of course work.	M	Fourteen of 25 students passed this SLO. When assessed early in the semester, all students had flash drives with folders of current work for the course. They remembered and used their drives with varying degrees of accuracy. Many lost their flash drives or had them stolen. Many did not use their files efficiently. On the final exam, when students could have revised and submitted letters that had been previously submitted and graded, eleven students opened new documents and wrote completely new

		letters.
4.1 Practice more advanced grammar skills using appropriate websites.	D	All 25 students practiced grammar skills but only three hours of class time were used for this activity.

**Additional observations:** The textbook is too difficult for ESL students. The textbook assignments are outside the experience of the students. The reading and vocabulary levels are above the reading and vocabulary level of the students. Students do not understand business practices enough to understand the content of many of the letters that they write. Students have not yet mastered the vocabulary and grammar skills needed to convey business concepts which must be both precisely and subtly expressed.

Section 1 began with 23 students and six withdrew. Section 2 began with 8 students and 1 withdrew and one stopped attending.

**Special comments:**

Final grades for the semester were: 3 A's, 10 B's, 5 C's, 5 D's, 1 F (This student stopped attending class in mid-March)

**Recommendations:**

SLO 1.2 should be rewritten. Suggestion: Write various types of business letters using appropriate tone and sense.

SLO 2.1 should be rewritten; it is not specifically clear what students will do when they organize or how their organization skills will be assessed.

Suggestion: When given a scenario, students will write the required type of business letter which demonstrates proper organization and content.

Suggestion: Next semester, test SLO 3.1 repeatedly by giving timed tests in which students are required to re-submit previous assignments.

SLO 4.1 should be eliminated. Since ESL/Bu 095 is a prerequisite for the course, students are expected to maintain and use the grammar skills they learned in ESL/Bu 095. Class hours should not be spent on this activity.

Consider changing the Secretarial Science certificate to a Clerical Skills certificate and make Secretarial Skills an associate level degree major.

Signature: \_\_\_\_\_

Jean Ranahan, Instructor

Date: \_\_\_\_\_

**Institution Learning Outcomes:**

COM-FSM graduates will demonstrate that they can:

- a. communicate effectively
- b. employ critical thinking [*& problem solving*]
- c. possess specific knowledge and skills in a major discipline or professional program of study
- d. take responsibility and develop skills for learning
- e. interact responsibly with people, cultures, and their environment