

**Office of Undergraduate Studies
Office of the Vice Chancellor
North South University**

**Department Chair ILO Assessment Narrative Report:
Status of Degree and Course Assessment Summer Semester 2015**

Department: English and Modern Languages

Date Submitted: October 7, 2015

Undergraduate Degree Program	Department Course	ILO Assessment being done (Y/N)	Date of Last Assessment Report submitted to the department chair	Remarks
BA in English		Y	4 September 2015	A degree assessment plan is in place and assessment ongoing.
Sl. No.				
1	ENG 102.1	Y	3 September 2015	Please see attachment 1.
2	ENG 102.2	Y	3 September 2015	Please see attachment 1.
3	ENG 102.3	Y	3 September 2015	Please see attachment 1.
4	ENG 102.4	Y	3 September 2015	Please see attachment 1.
5	ENG 102.5	Y	3 September 2015	Please see attachment 1.
6	ENG 102.6	Y	3 September 2015	Please see attachment 1.
7	ENG 102.7	Y	3 September 2015	Please see attachment 1.
8	ENG 102.8	Y	3 September 2015	Please see attachment 1.
9	ENG 102.9	Y	3 September 2015	Please see attachment 1.
10	ENG 102.10	Y	3 September 2015	Please see attachment 1.
11	ENG 102.11	Y	3 September 2015	Please see attachment 1.
12	ENG 102.12	Y	3 September 2015	Please see attachment 1.
13	ENG 102.13	Y	3 September 2015	Please see attachment 1.
14	ENG 102.14	Y	3 September 2015	Please see attachment 1.
15	ENG 102.15	Y	3 September 2015	Please see attachment 1.
16	ENG 102.16	Y	3 September 2015	Please see attachment 1.
17	ENG 102.17	Y	3 September 2015	Please see attachment 1.
18	ENG 102.18	Y	3 September 2015	Please see attachment 1.
19	ENG 102.19	Y	3 September 2015	Please see attachment 1.
20	ENG 102.20	Y	3 September 2015	Please see attachment 1.
21	ENG 102.21	Y	3 September 2015	Please see attachment 1.
22	ENG 102.22	Y	3 September 2015	Please see attachment 1.
23	ENG 102.23	Y	3 September 2015	Please see attachment 1.
24	ENG 102.24	Y	3 September 2015	Please see attachment 1.

25	ENG 102.25	Y	3 September 2015	Please see attachment 1.
26	ENG 102.26	Y	3 September 2015	Please see attachment 1.
27	ENG 102.27	Y	3 September 2015	Please see attachment 1.
28	ENG 102.28	Y	3 September 2015	Please see attachment 1.
29	ENG 102.29	Y	3 September 2015	Please see attachment 1.
30	ENG 102.30	Y	3 September 2015	Please see attachment 1.
31	ENG 102.31	Y	3 September 2015	Please see attachment 1.
32	ENG 102.32	Y	3 September 2015	Please see attachment 1.
33	ENG 102.33	Y	3 September 2015	Please see attachment 1.
34	ENG 102.34	Y	3 September 2015	Please see attachment 1.
35	ENG 102.35	Y	3 September 2015	Please see attachment 1.
36	ENG 102.36	Y	3 September 2015	Please see attachment 1.
37	ENG 102.37	Y	3 September 2015	Please see attachment 1.
38	ENG 102.38	Y	3 September 2015	Please see attachment 1.
39	ENG 102.39	Y	3 September 2015	Please see attachment 1.
40	ENG 102.40	Y	3 September 2015	Please see attachment 1.
41	ENG 102.41	Y	3 September 2015	Please see attachment 1.
42	ENG 102.42	Y	3 September 2015	Please see attachment 1.
43	ENG 102.43	Y	3 September 2015	Please see attachment 1.
44	ENG 102.44	Y	3 September 2015	Please see attachment 1.
45	ENG 102.45	Y	3 September 2015	Please see attachment 1.
46	ENG 102.46	Y	3 September 2015	Please see attachment 1.
47	ENG 102.47	Y	3 September 2015	Please see attachment 1.
48	ENG 102.48	Y	3 September 2015	Please see attachment 1.
49	ENG 102.49	Y	3 September 2015	Please see attachment 1.
50	ENG 102.50	Y	3 September 2015	Please see attachment 1.
51	ENG 102.51	Y	3 September 2015	Please see attachment 1.
52	ENG 102.52	Y	3 September 2015	Please see attachment 1.
53	ENG 102.53	Y	3 September 2015	Please see attachment 1.
54	ENG 102.54	Y	3 September 2015	Please see attachment 1.
55	ENG 102.55	Y	3 September 2015	Please see attachment 1.
56	ENG 102.56	Y	3 September 2015	Please see attachment 1.
57	ENG 102.57	Y	3 September 2015	Please see attachment 1.
58	ENG 102.58	Y	3 September 2015	Please see attachment 1.
59	ENG 102.59	Y	3 September 2015	Please see attachment 1.
60	ENG 103.1	Y	3 September 2015	Please see attachment 2.
61	ENG 103.2	Y	3 September 2015	Please see attachment 2.
62	ENG 103.3	Y	3 September 2015	Please see attachment 2.
63	ENG 103.4	Y	3 September 2015	Please see attachment 2.
64	ENG 103.5	Y	3 September 2015	Please see attachment 2.
65	ENG 103.6	Y	3 September 2015	Please see attachment 2.
66	ENG 103.7	Y	3 September 2015	Please see attachment 2.

67	ENG 103.8	Y	3 September 2015	Please see attachment 2.
68	ENG 103.9	Y	3 September 2015	Please see attachment 2.
69	ENG 103.10	Y	3 September 2015	Please see attachment 2.
70	ENG 103.11	Y	3 September 2015	Please see attachment 2.
71	ENG 103.12	Y	3 September 2015	Please see attachment 2.
72	ENG 103.13	Y	3 September 2015	Please see attachment 2.
73	ENG 103.14	Y	3 September 2015	Please see attachment 2.
74	ENG 103.15	Y	3 September 2015	Please see attachment 2.
75	ENG 103.16	Y	3 September 2015	Please see attachment 2.
76	ENG 103.17	Y	3 September 2015	Please see attachment 2.
77	ENG 103.18	Y	3 September 2015	Please see attachment 2.
78	ENG 103.19	Y	3 September 2015	Please see attachment 2.
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82	ENG 103.23	Y	3 September 2015	Please see attachment 2.
83	ENG 103.24	Y	3 September 2015	Please see attachment 2.
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86	ENG 103.27	Y	3 September 2015	Please see attachment 2.
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88	ENG 103.29	Y	3 September 2015	Please see attachment 2.
89	ENG 103.30	Y	3 September 2015	Please see attachment 2.
90	ENG 103.31	Y	3 September 2015	Please see attachment 2.
91	ENG 103.32	Y	3 September 2015	Please see attachment 2.
92	ENG 103.33	Y	3 September 2015	Please see attachment 2.
93	ENG 103.34	Y	3 September 2015	Please see attachment 2.
94	ENG 103.35	Y	3 September 2015	Please see attachment 2.
95	ENG 103.36	Y	3 September 2015	Please see attachment 2.
96	ENG 103.37	Y	3 September 2015	Please see attachment 2.
97	ENG 103.38	Y	3 September 2015	Please see attachment 2.
98	ENG 103.39	Y	3 September 2015	Please see attachment 2.
99	ENG 103.40	Y	3 September 2015	Please see attachment 2.
100	ENG 103.41	Y	3 September 2015	Please see attachment 2.
101	ENG 103.42	Y	3 September 2015	Please see attachment 2.
102	ENG 103.43	Y	3 September 2015	Please see attachment 2.
103	ENG 103.44	Y	3 September 2015	Please see attachment 2.
104	ENG 103.45	Y	3 September 2015	Please see attachment 2.
105	ENG 103.46	Y	3 September 2015	Please see attachment 2.
106	ENG 105.1	Y	4 September 2015	Please see attachment 2.
107	ENG 105.2	Y	4 September 2015	Please see attachment 2.
108	ENG 105.3	Y	4 September 2015	Please see attachment 3.

109	ENG 105.4	Y	4 September 2015	Please see attachment 3.
110	ENG 105.5	Y	4 September 2015	Please see attachment 3.
111	ENG 105.6	Y	4 September 2015	Please see attachment 3.
112	ENG 105.7	Y	4 September 2015	Please see attachment 3.
113	ENG 105.8	Y	4 September 2015	Please see attachment 3.
114	ENG 105.9	Y	4 September 2015	Please see attachment 3.
115	ENG 105.10	Y	4 September 2015	Please see attachment 3.
116	ENG 105.11	Y	4 September 2015	Please see attachment 3.
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120	ENG 105.15	Y	4 September 2015	Please see attachment 3.
121	ENG 105.16	Y	4 September 2015	Please see attachment 3.
122	ENG 105.17	Y	4 September 2015	Please see attachment 3.
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124	ENG 105.19	Y	4 September 2015	Please see attachment 3.
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126	ENG 105.21	Y	4 September 2015	Please see attachment 3.
127	ENG 105.22	Y	4 September 2015	Please see attachment 3.
128	ENG 105.23	Y	4 September 2015	Please see attachment 3.
129	ENG 105.24	Y	4 September 2015	Please see attachment 3.
130	ENG 105.25	Y	4 September 2015	Please see attachment 3.
131	ENG 105.26	Y	4 September 2015	Please see attachment 3.
132	ENG 105.27	Y	4 September 2015	Please see attachment 3.
133	ENG 105.28	Y	4 September 2015	Please see attachment 3.
134	ENG 109	N	na	Course is being phased out
135	ENG 109	N	na	Course is being phased out
136	ENG 109	N	na	Course is being phased out
137	ENG 110	N	na	Course is being phased out
138	ENG 110	N	na	Course is being phased out
139	ENG 112	N	na	Course is being phased out

140	ENG 119	N	na	Course is being phased out
141	ENG 119	N	na	Course is being phased out
142	ENG 119	N	na	Course is being phased out
143	ENG 202	N	na	Course is being phased out
144	ENG 210	N	na	ILO Assessment Report planned for submittal to the department chair end of Fall 2015
145	ENG 211	N	na	Course is being phased out
146	ENG 215	N	na	Course is being phased out
147	ENG 219	N	na	Course is being phased out
148	ENG222	N	na	Course is being phased out
149	ENG 310	N	na	Course is being phased out
150	ENG 311	N	na	Course is being phased out
151	ENG 450	N	na	Course is being phased out
152	ENG 456	N	na	Course is being phased out
153	ENG 204	N	na	Course is being phased out
154	ENG 370	N	na	Course is being phased out
155	ENG 470	N	na	Course is being phased out
156	ENG 304	N	na	Course is being phased out
157	ENG 415	N	na	Course is being phased out
158	ENG 501	N	na	Graduate course
159	ENG 520	N	na	Graduate course
160	ENG 580	N	na	Graduate course
161	ENG 578	N	na	Graduate course
162	ENG 632	N	na	Graduate course
163	ENG 602	N	na	Graduate course
164	ENG 554	N	na	Graduate course
165	ENG 611	N	na	Graduate course
166	ENG 606	N	na	Graduate course
167	ENG 618	N	na	Graduate course
168	ENG 637	N	na	Graduate course
169	BEN 205	N	na	na
170	BEN 205	N	na	na

171	BEN 205	N	na	na
172	BEN 205	N	na	na
173	BEN 205	N	na	na
174	CHN 101	N	na	na
175	CHN 101	N	na	na
176	CHN 101	N	na	na
177	CHN 101	N	na	na
178	LBA 104	N	na	na
179	LBA 104	N	na	na
180	LBA 104	N	na	na

Attachment 1:

Eng102 – Introduction to Composition
Student Learning Outcome Assessment – Consolidated Report

Introduction:

In the Summer 2015 semester, a total of 59 sections of Eng102 were offered. These 56 sections were taught by a total of 26 instructors and most of them were part-time / adjunct faculty members. Due to various constraints, out of 26, only 13 teachers could hand in their section-wise SLO marks for the consolidated analysis.

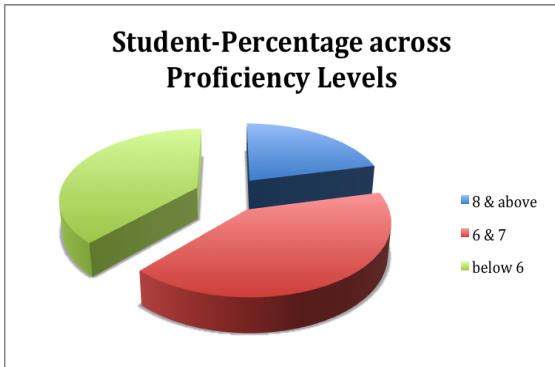
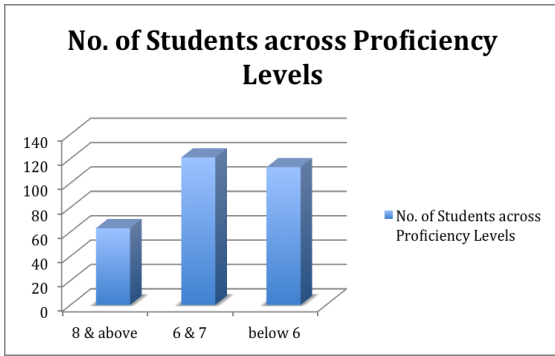
Analysis:

From these 13 sections, a total of 297 students took the SLO test immediately succeeding their final examination. For better understanding the degree of student learning outcome/s were divided among these 297 students into three proficiency levels. Level 1 comprised of students who managed to score 8 and above (out of 10) in the SLO test; Level 2 and Level 3, consequently, included students who scored 6 to 7, and below 6, respectively, in the test.

According to the primary analysis, it is evident that a little more than 21% of the student population was in the higher proficiency level. A staggering majority – that is, 41% and 38% - scored from 7 to 1 out of a possible 10. The findings from this preliminary analysis, also, strongly resonate with those from the statistical analysis.

According to the statistical analysis of the acquired data, the MEAN score for all the sections, except one, ranged from 6.75 to 5 out of 10. The score ranges for many of the sections were also significantly high. More than 45% of the sections had 7 and above score ranges all culminating to higher standard deviations (that is more than 1.5). This clear points to the understanding that firstly, the classes were all heterogeneous (i.e., comprised of students with varying language proficiency and aptitude), but, most of the students were concentrated towards the lower proficiency levels.

The chart below and the attached table, along with the summary of findings, should make the analysis simpler. The chart# 1 and 2 below show the number of students across the three proficiency levels, and the percentage of students across the three Proficiency levels, respectively:



Attachment 2:

ENG 103: Intermediate Composition
Student Learning Outcome Assessment – Consolidated Report

Teachers who submitted their SLA reports are listed below. This final ILO report for ENG 103 has been prepared based on the data provided by these teachers.

Names with initials
Dr.Khaliqzaman M. Elias (KME)
Mohammad ShahedulHaque (SHq)
Mousume Akhter Flora (MkF)
SakibaFerdousy (Ssy)
Michelle Draper (McD)
NasrinPervin (NPn)
FarzanaMohsin (FzM)
Nadia Kamal Al-Siraj (NKS)

Samira Aziz (Szi)
Nausheen Saba Siraj(NSj)
Rajiv Ashrafi (RAh)
Musharrat Hossain (MHn)
Md. Shakhaowat Hossain (HSh)
AdibaAruziaFaizi (Fzi)
Sarah AsifaJaman (SZn)
MuniraNasreen Khan (MnK)
Raina Abu Zafar (RAZ)
Syed Mahmudur Rahman (Syu)
Mohammad Kasifur Rahman (Krh)
Md. Nurul Anwar (Nar)
Nazua Idris (Idn)

Teachers who did not submit their SLA reports:

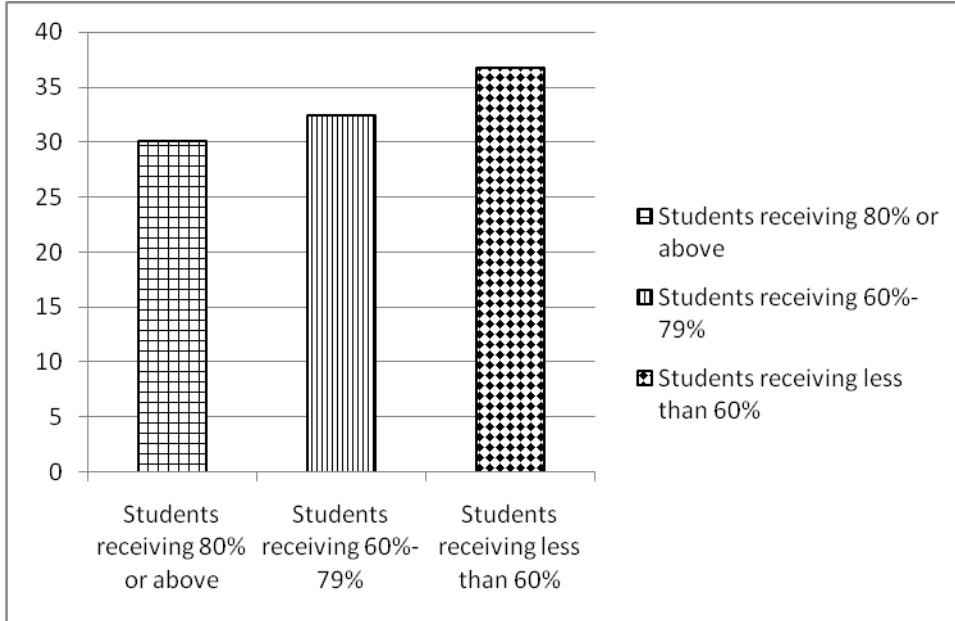
Names with initials
Nasreen Rahman (NnR)
Tonima Hossain (THo)
NooraShamsiBahar (NSB)
Kazi Ashraf Uddin (KAd)
Arafat Noman (Nom)
Rafi Saleh (RMS)
Fariah Hassan

While preparing the final ILO final report, mainly mean and standard deviation of the sections have been considered to project the average score and variance in the sections. To have a deeper understanding of students' performance, their scores were then divided into three groups/categories, namely students receiving 80% or above, students receiving 60%-79%, and students receiving less than 60%. The tabulated data are given below:

Course	Sec	Initials	Mean	Standard Deviation	Students receiving 80% or above	Students receiving 60%-79%	Students receiving less than 60%
ENG103	1	Nar	6.68	2.07	40.90	31.40	28.70
ENG103	2	HSh	6.30	1.94	30.43	43.47	26.10
ENG103	4	NSj	7.62	1.56	42.86	57.14	00
ENG103	5	McD	5.68	2.45	32	24	44
ENG103	10	KME	6.14	1.89	27.28	36.37	36.35
ENG103	11	SZn	6.06	1.92	31.25	25	38.65
ENG103	13	SHq	5.47	1.90	15.79	36.84	47.37
ENG103	15	NKS	6.52	1.6	28.57	47.62	23.81
ENG103	18	Krh	4.95	2	13.63	18.17	68.20
ENG103	19	MHN	6.12	2.25	29	30	41
ENG103	21	Idn	5.91	2.31	27.14	22.72	50.14
ENG103	23	Syu	5.96	1.81	24	36	40
ENG103	24	Ssy	6.85	2.22	52.94	5.88	41.18
ENG103	27	Szi	5.86	1.52	14	54	32
ENG103	28	RAh	6	1.88	21.74	34.77	43.49
ENG103	30	MNK	7.63	1.79	62.5	25	12.5
ENG103	31	Fzi	7	1.7	47.60	33.32	19.18
ENG103	33	FzM	5	1.95	14.30	19.05	66.65
ENG103	40	RAZ	6.9	1.4	34.60	43.30	22.10
ENG103	42	DBs	5.35	1.66	5.88	35.29	58.83
ENG103	45	NPn	6	1.75	19.23	42.30	38.47
Average in each category			6.21	1.89	30.15	32.48	36.70
Highest in each category			7.63	2.45	62.5	57.14	68.2
Lowest in each category			4.95	1.4	5.88	5.88	0

If we look at the compiled data sheet above, we can see that the average received score across the sections is 6.21 which is also the passing grade (60%) for this course vis-à-vis any course at NSU. However, there are sections that could achieve a very high mean of 7.63 or close to it, while there are sections receiving a very low

mean of 4.95 or around. The average standard variation is 1.89, which shows there is a very high variation in scores among the students across the sections.



Next, if we consider the three arbitrary categories of high achievers (80% or above), average achievers (60%-79%) and low achievers (60% or below), we find that the low achievers are the majority (36.70%), while the average achievers and high achievers are very close to each other with 32.48% and 30.15% respectively. Even though among the three categories, the high achievers have scored the lowest percentage, it still shows a substantial accomplishment in the course. More than 30% students mastering the course objective with a score of 80% or above is indeed impressive. Having said that, the 36.70% of students who have failed to achieve at least a passing grade in the SLA is still a concern. The reasons that probably contributes to this is the presence of poor ability students with very low language proficiency in this course, the very nature (short in length) of the assessment and students' perceived indifference while taking the test as it is not part of their final grade.

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Attachment 3:

ENG 105: Advanced Composition
Student Learning Outcome Assessment – Consolidated Report

Teachers who submitted their SLA reports are listed below. This final ILO report for ENG 105 has been prepared based on the data provided by these teachers.

Names with initials
Dr. Katherine Li (KML)
Dr. Joshua Burnett (JBt)
Dr. Salma Ainy (SAy)
Nausheen Saba Siraj (NSj)
Michelle Draper (McD)
Shahidul Islam Khan (SUM)
Rajiv Ashrafi (RAh)

Teachers who did not submit their SLA reports:

Names with initials
Dr. James Bryan Hileman (JBH)
Shafqat Choudhuri (SHC)

While preparing the final ILO final report, mainly mean and standard deviation of the sections have been considered to project the average score and variance in the sections. To have a deeper understanding of students' performance, their scores were then divided into three groups/categories, namely students receiving 80% or above, students receiving 60%-79%, and students receiving less than 60%. The tabulated data are given below:

Course	Sec	Initials	Mean	Students receiving 80% or above	Students receiving 60%-79%	Students receiving less than 60%
ENG105	1	KTI	5.57	14.29	42.86	42.86
ENG105	2	JBt	7.17	39.1	52.2	26.1
ENG103	8	SUm	7.24	40	52	28
ENG105	14	SAy	5.65	13.04	56.52	27.74
ENG105	17	SAy	5.57	19.05	33.33	38.1
ENG105	22	SAy	7.3	56.52	39.13	17.39
ENG105	25	JBt	6.81	23.1	61.5	15.4
ENG103	28	RAh	5.75	20.83	34.78	41.67
ENG110	1	MCD	7.07	42.86	50	7.14
ENG110	2	MCD	6.85	50	20	30
Average in each category			6.5	31.88	44.23	23.89
Highest in each category			7.24	56.52	61.5	42.86
Lowest in each category			5.57	13.04	20	7.14

The average received score across the sections is 6.5, which is allow but passing grade (60%).The highest mean achieved in any section is 7.24, while the lowest mean achieved is a of 5.57, which is not a passing grade.

Recommendation:

Overall, higher test validity can be achieved if these test scores and students' own course scores can be compared. In order to understand and contextualize the data gathered, that can be a good step. As this was only the second time that such a test was administered in the department, and the first time in such a large scale, some students may not have taken the SLO test seriously, which may lead to a possible distortion of the results. It may be possible to weave the questions into the final examination. Scores may have varied if students were told that the SLO test would be part of their final grade.