

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	024	ENG 024 04/10/2014-High Beginning ESL Grammar and Communication
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Mary Anderson
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Describe activities, habitual actions, situations, and events.

- Assessment Plan
 - Assessment Tool: departmentally approved final exam; correct use of verb tenses
 - Assessment Date: Winter 2013
 - Course section(s)/other population: all
 - Number students to be assessed: all students
 - How the assessment will be scored: departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will demonstrate 70% mastery or better for each outcome.
 - Who will score and analyze the data: Full time faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2013		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
23	22

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal,

or did not complete activity.

One student stopped attending class.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

There was one section of this class which met during the day.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Verbs were tested on three exams during the semester totaling 118 points. Most questions were fill-in-the-blank or multiple choice.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

68% of students scored at 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students who understood the various verb tenses did very well. Half of the students scored 80% or higher. However, the weaker students had significant trouble deciding when to use the correct tense, and some even had trouble forming the tenses correctly.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

More practice homework with mixed verb tenses might help some, but many of the lowest scorers did not complete the homework that they had been given anyway. Since this is one of our entry level classes, one issue is that some students do not know how to study. More modeling of how to study might help some of the borderline students.

Outcome 2: Make well formed questions and respond to questions about activities, habitual actions, situations, and events.

- Assessment Plan

- Assessment Tool: departmentally approved final exam; correct use of verb tenses
- Assessment Date: Winter 2013
- Course section(s)/other population: all
- Number students to be assessed: all students
- How the assessment will be scored: departmentally-developed rubric
- Standard of success to be used for this assessment: 70% of students will demonstrate 70% mastery or better for each outcome.
- Who will score and analyze the data: Full time faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2013		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
23	22

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

One student stopped coming to class.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This was the only section of the class.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students took an end-of-semester test on question and negative formation consisting of 20 questions.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
77% of students passed the questions test with a score of 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Question formation had been a problem area in this class for many years. Since putting extra focus on questions, student performance has greatly improved.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Continue to stress correct question formation with weekly practice throughout the semester.

Outcome 3: Initiate and respond to a variety of speech acts, such as invitations, suggestions, advice; requests for action, information, and permission; commands; apologies and complaints. Student will also be able to express necessity, possibility, and ability.

- **Assessment Plan**

- Assessment Tool: departmentally approved final exam; correct use of verb tenses
- Assessment Date: Winter 2013
- Course section(s)/other population: all
- Number students to be assessed: all students
- How the assessment will be scored: departmentally-developed rubric
- Standard of success to be used for this assessment: 70% of students will demonstrate 70% mastery or better for each outcome.
- Who will score and analyze the data: Full time faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2013		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
23	22

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

One student stopped coming to class.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This was the only section of this class offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students took a final exam. Speech acts constituted 25 points on this test. Questions included multiple choice, fill-in-the-blank, and complete sentence writing.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

64% of students passed this section with a score of 70% or above.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

There were two basic types of questions on the exam for this outcome. One type of question required students to supply one correct modal (can/could/should, etc.) to express the meaning of the sentence. The other type required students to write a whole sentence to express the required meaning. Students were more successful when they only needed to supply one word rather than a whole sentence.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

This outcome covers many different speech acts. This exam heavily tested offers, requests, and advice. These include many idiomatic expressions which must be memorized. That much production of complex sentences, while helpful for communication, may be too difficult at this level. Students may need to begin with recognizing correct forms before they are able to produce them. A more balanced mix of questions that include more expressions of ability and possibility would

also make a better test.

Outcome 4: Compare two people and/or objects using adjectives of comparison.

- Assessment Plan

- Assessment Tool: departmentally approved final exam; correct use of verb tenses
- Assessment Date: Winter 2013
- Course section(s)/other population: all
- Number students to be assessed: all students
- How the assessment will be scored: departmentally-developed rubric
- Standard of success to be used for this assessment: 70% of students will demonstrate 70% mastery or better for each outcome.
- Who will score and analyze the data: Full time faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2013		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
23	22

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

One student stopped attending class.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This was the only section of the class offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Student took a final exam. 12 points of this test covered this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

45% of students scored 70% or above.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

This topic was covered near the end of the semester, so it was only covered on one of the three exams. The outcome was tested by two multiple choice questions and ten sentence completion questions, each of which required about three words to complete the sentence. Students were not very successful on sentence completion.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Student performance could be improved by:

1. Starting to teach this topic earlier in the semester so that students have more practice.
2. Have a wider variety of questions to assess the topic.

Outcome 5: Produce principle parts of one hundred irregular verbs.

- Assessment Plan
 - Assessment Tool: weekly verb quizzes
 - Assessment Date: Winter 2013
 - Course section(s)/other population: all
 - Number students to be assessed: all students
 - How the assessment will be scored: answer key
 - Standard of success to be used for this assessment: 70% of students will demonstrate 70% mastery or better for each outcome.
 - Who will score and analyze the data: Full time faculty
- 1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2013		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
23	21

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

One student stopped coming to class.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This was the only section of the class that was offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Weekly quizzes on the three forms of irregular verbs.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

95% of students scored an average of 70% or higher on weekly quizzes.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were successful in learning the required irregular verbs. For some students who did not come from an academic background, it demonstrated to them the value of studying, and the satisfaction of success.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The class should continue to have a weekly component of irregular verb quizzes.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

I was surprised by the high correlation between the questions outcome and overall success in the class. All students who passed the separate questions test also passed the class except for one student. This could be because learning how to correctly form questions requires intensive studying, so those students who knew how to study passed both tests. On the other hand, it could also be that learning how to form questions requires students to carefully observe word order. Those who learn to do that might find that the skill transfers to other aspects of grammar.

I knew that students generally have trouble with speech acts (modal verbs), but I hadn't realized just how much trouble they were having until I analyzed the data. I realize that I need to spend even more time on this topic, along with comparisons. I will also include a broader range of question types, especially in these two areas.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

I will be teaching this class again this fall, so I will implement these changes, analyze the success of the changes, and share it with other teachers who teach this class.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Objectives	We will look at making the course objectives more specific as well as standardizing the language between our three ESL grammar courses.	We have a separate document for what is covered in this class. Not all of the objectives on this separate document are included in the official course objectives. We want to coordinate these two documents to make our objectives more consistent.	2014

4. Is there anything that you would like to mention that was not already captured?

III. Attached Files

Exam on Question Formation

Exam 1

Exam 2

Test 3

Sample Verb Quiz

Faculty/Preparer: Mary Anderson **Date:** 07/08/2014

Department Chair: Carrie Krantz **Date:** 07/17/2014

Dean: Dena Blair **Date:** 07/28/2014

Assessment Committee Chair: Michelle Garey **Date:** 09/18/2014

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG024
 Course Title: High Beginning ESL Grammar and Communication
 Division/Department Codes: HSS
2. Semester assessment was conducted (check one):
☐ Fall 20__
☒ Winter 2009
☐ Spring/Summer 20__
3. Assessment tool(s) used: check all that apply.
☐ Portfolio
☐ Standardized test
☐ Other external certification/licensure exam (specify):
☐ Survey
☐ Prompt
☒ Departmental exam
☐ Capstone experience (specify):
☐ Other (specify):
4. Have these tools been used before?
☐ Yes
☒ No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 32/32 who completed the course.
6. Describe how students were selected for the assessment. All students who completed the course.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 NA
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
 1. Students will describe activities, habitual actions, situations and events.
 2. Students will ask and respond to questions about activities, habitual actions, situations and events.
 3. Students will initiate and respond to a variety of speech acts including: invitations, suggestions, advice, requests for action, information, and permission; commands, apologies and complaints. Students will also be able to express necessity, possibility, and ability.
 4. Students will compare two people and/or objects using adjectives of comparison.
3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*
 Over all, the objectives of the course are being met.
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. The standard of success is generally 70% on the relevant questions.

<i>Outcome</i>	<i>#1</i>	<i>#2</i>	<i>#3</i>	<i>#4</i>
<i>Total pts on topic</i>	<i>14</i>	<i>20</i>	<i>10</i>	<i>10</i>
<i>Success Level (pts)</i>	<i>9.5</i>	<i>14</i>	<i>7</i>	<i>7</i>
<i>No. of Students who achieved success level</i>	<i>24</i>	<i>27</i>	<i>24</i>	<i>24</i>

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<i>Outcome</i>	<i>#1</i>	<i>#2</i>	<i>#3</i>	<i>#4</i>
<i>% of Students who achieved req. level of success</i>	<i>75%</i>	<i>84%</i>	<i>75%</i>	<i>75%</i>

5. In every case, students were to demonstrate mastery of the item at the 70% level.

Outcome #1 refers to the students' command of verbs. Not surprisingly, the students were better at recognizing (81% achieved the requisite level of mastery) than producing (63%) the correct forms. When the numbers were aggregated, 75% of the students demonstrated the required level of mastery.
Outcome #2 refers to questions formation. 84% of the students did well in this area.

Outcome #3 refers to speech acts and notions. On this test, ability and advice were tested. Because of the small sample, The statistics are a bit weird. If each item is considered separately, the required level of competence is not achieved (ability = 63%, advice = 69%) but if the numbers are aggregated, 75 % students demonstrate mastery at the required level.

Outcome #4 refers to the students' ability to use comparative structures. 75% of the students demonstrated mastery.

6. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Students did very well with comparative structures and questions formation.

In the past, we have not emphasized question formation enough. As a department, we decided that this area was critical, and as a result the students performed quite well.

Although students clearly recognize the correct verb tenses, they have trouble coming up with the forms on their own. This is not a surprise, and we will continue to address this in both this class and subsequent classes. There is always a time lag between "learning" and "acquiring."

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

NA Changes were made prior to the formal assessment.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a. ☐ Outcomes/Assessments on the Master Syllabus
Change/rationale:

b. ☐ Objectives/Evaluation on the Master Syllabus
Change/rationale:

c. ☐ Course pre-requisites on the Master Syllabus
Change/rationale:

d. ☐ 1st Day Handouts
Change/rationale:

e. ☐ Course assignments
Change/rationale:

f. ☐ Course materials (check all that apply)
☐ Textbook
☐ Handouts
☐ Other:

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g. ☐ Instructional methods
Change/rationale:

h. ☐ Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course. The final exam is a reasonable measure of student success.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?

All X Selected _____

If "All", provide the report date for the next full review: _____ Winter 2012_____.

If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Print: Susan Glowski
Faculty/Preparer

Signature *Susan Glowski*

Date: 7/16/09

Print: Carrie Krantz
Department Chair

Signature *Carrie Krantz*

Date: 7/20/09

Print: *[Signature]*
Dean/Administrator

Signature *Bill Abernethy*

Date: AUG 13 2009