Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	037	ENG 037 07/22/2014-Intermediate ESL Writing I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Heather Zettelmaier
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Students will write a one paragraph composition which follows English organizational structure and is intelligible to an unsympathetic native speaker (i.e. an ESL instructor accustomed to reading text written by students whose first language is not English).

- Assessment Plan

  - Assessment Tool: One paragraph composition

  - Assessment Date: Fall 2011

  - Course section(s)/other population: all

  - Number students to be assessed: all

  - How the assessment will be scored:

  - Standard of success to be used for this assessment:

  - Who will score and analyze the data:

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)
	2014	

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

# of students enrolled	# of students assessed
9	20

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.

> 9 students were enrolled in 037. These were assessed along with the 13 enrolled in 038. All but 2 of the 22 students were assessed for this report.

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.

> All students were assessed.

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

> Departmental faculty scored these essays using a rubric. The rubric had ten items. The desired result was that 70% of the students would earn 70% or higher on the one-paragraph composition. That is, they would satisfy at least seven of the ten requirements.

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**
>
> 65% of the students (13/20) fulfilled 70% of the items on the rubric. The standard of success for the course was not met.

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

> Students showed strength in the following areas:
>
> o   prewriting is evident
>
> o   clear, comprehensible topic sentence
>
> o   paragraph organized effectively for that topic sentence
>
> o   sufficient details to develop paragraph
>
> o   no irrelevant details
>
> o   every sentence has a subject and verb
>
> This demonstrates that the skills of organization and development of a paragraph were well covered in the class.

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 areas that were weakest in this assessment were appropriate use of verb tense, vocabulary correctly used, appropriate English word order, and appropriate use of subordination.

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?

> This assessment reveals that the study of paragraph-writing is well within the scope of these students, based on the effectiveness of the instructor and course teaching materials. The students generally wrote well-organized, well-developed paragraphs.
>
> However, language use continues to be a major problem. While using this rubric (and the rubric that is now used for blind-scoring the final essay every semester), it has become clear that there is an area of grammar that often interferes with fluency and isn't explicitly named in the rubric. That area is agreement, including subject-verb and plural agreement. When a student is weak in this area, it is hard to know whether the problem is vocabulary usage, sentence structure, or verb tense. No matter what it is called on the rubric, the area of agreement tends to be a deciding factor for some students when it comes to passing or not passing this final in-class paragraph.

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

> This information will be shared with Departmental Faculty during the Fall 2014 in-service.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	The area of "agreement" should be present on the rubric used by faculty to blind-score the final in-class paragraph. A	Agreement is an area that shows fluency in basic areas of English. It shows that a student can form one of the most fundamental	2014

	new item under the category of language use should read: "attention to agreement (subject/verb and plural)." Likewise, the assessment rubric can be revised under the item "appropriate English word order." This can be changed to "natural flow of English, including word order and attention to agreement."	of verb tenses correctly: the simple present. It also shows that a students can not only form verbs correctly but also use the nouns within their vocabulary correctly (Example: The study shows that most teens desire to please their parents.). At the ENG 037 level, students should pay special attention to the area of agreement because such topics are often not covered in more advanced writing courses.	

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

III. Attached Files

rubric
tally sheet

Faculty/Preparer:	Heather Zettelmaier	**Date:** 08/11/2014
Department Chair:	Carrie Krantz	**Date:** 08/12/2014
Dean:	Dena Blair	**Date:** 08/27/2014
Assessment Committee Chair:	Michelle Garey	**Date:** 09/18/2014

COURSE ASSESSMENT REPORT

I. Background Information
1. Course assessed:
    Course Discipline Code and Number: ENG 037
    Course Title: Intermediate ESL Writing I
    Division/Department Codes: HSS/ENG

2. Semester assessment was conducted (check one):
    ☒ Fall 2010
    ☐ Winter 20__
    ☐ 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.

    No, they have not been altered.

5. Indicate the number of students assessed and the total number of students enrolled in the course.

    20/34 students were enrolled in ENG 037 or 038. The assessment was conducted against the outcome from ENG 038 for all 20 students.

6. If all students were not assessed, describe how students were selected for the assessment.

    All students in the larger section (Section 01) were assessed.

II. Results
1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

    Since the Fall 2008 assessment of ENG 037, the course has been given dual coding, ENG 037/038, similar to ENG 050/051 and 090/091. Also, the reading pre-requisite has changed to require ENG 033/034 at the same time or previous to taking ENG 037.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

    ENG 037:
    Students will write a one-paragraph composition which follows English organizational structure and is intelligible to a sympathetic native speaker (i.e. an ESL instructor accustomed to reading text written by students whose first language is not English.)

    ENG 038:
    Students will write a one-paragraph composition which follows organizational structure and is intelligible to an unsympathetic native speaker.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus.

    The rubric used to assess the essays had ten items. The desired result was that 70% of the students would earn 70% or higher on the one-paragraph composition. That is, they would satisfy at least seven of the ten requirements.

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*

    Sixteen of 20 students (80%) met the standard of success.
    See attached rubric.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results.
    Strengths: Students were strong in the following areas:
    - **prewriting is evident**
    - **clear, comprehensible topic sentence**
    - **paragraph organized effectively for that topic sentence**
    - **sufficient details to develop paragraph**
    - **no irrelevant details**

    In the whole group, only two or three students were missing each of these. Of the 10 criteria for success, these five involve the organization and development of a good paragraph.

    Weaknesses: The weakest area was the use of verb tenses, with 8/20 students in error. Other areas of weakness included collocation, appropriate use of subordination, and the inclusion of a subject and verb in every sentence. These areas of weakness involve grammar, sentence structure, and language use.

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.

    The areas of weakness in grammar, especially verb tenses, should be addressed regularly in ENG 037 class. Students enrolled in ENG 037 have taken or are taking ENG 030/032, Intermediate ESL Grammar, so they are receiving grammar rules, forms, and instruction. The trouble lies with applying this knowledge of grammar in the students' own writing. Practical activities and assignments such as error correction exercises and verb tense self-check exercises should be implemented.

    The paragraph used for this assessment is also used as an exit test for the end-of-semester grade. An area of concern is the large discrepancy between the success of students on this assessment vs. the blind grading done of the same essay for the end-of-semester grade. For the end-of-semester grading, no scoring rubric is used. Despite the importance of this essay to students' success in the course, neither the instructor nor the students have any similar rubric given to them as a tool for learning. According to this assessment, 16/20 students wrote a successful exit test. However, during the blind grading that determined the students' semester grades, only 9/20 of these same paragraphs were considered successful. To clarify the goals and priorities of the class, the instructor, the students, and the instructors who are blind-grading should have a simple rubric to evaluate the final exit paragraph. The final in-class paragraph objective on the Master Syllabus should reflect the specific priorities of the class.

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:

COURSE ASSESSMENT REPORT

b. ☒ Objectives/Evaluation on the Master Syllabus
Change/rationale: **Change the following:**
"Write a final in-class paragraph that, while not perfect, reads like English."
to:
"Write a final in-class paragraph that, while not perfect, shows some mastery of organization, development, and language use."

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. **Rubrics: uniform from section to section and semester to semester. Also, error correction activities that help students find their own grammar errors in their writing.**
☐ Other:

g. ☐ Instructional methods
Change/rationale:

h. ☒ Individual lessons & activities
Change/rationale: **Error correction and verb tense exercises should be based on the weaknesses found in the students' writing throughout the semester.**

3. What is the timeline for implementing these actions? **These actions can be started immediately.**
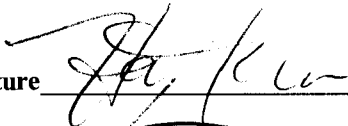
IV. Future plans
1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
The tools were effective.

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: **Fall 2013**.

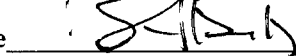If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Print: H. Zettelmaier   Signature_____   Date: _1/10/12_
Faculty/Preparer

Print: Carrie Krantz   Signature_____   Date: _1/11/12_
Department Chair

Print: Bill Abernethy   Signature_____   Date: _JAN 11 2012_
Dean/Administrator

COURSE ASSESSMENT REPORT

I. Background Information
1.   Course assessed:
> Course Discipline Code and Number: ENG 037
> Course Title: Intermediate ESL Writing
> Division/Department Codes: HSS/ENG

2.   Semester assessment was conducted (check one):
> ☒ Fall 2008
> ☐ Winter 20__
> ☐ 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

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

6.   Indicate the number of students assessed/total number of students enrolled in the course.
> 34/34

7.   Describe how students were selected for the assessment.
> All students enrolled in ENG 037 Fall 2008 were assessed. There were two sections, one with 18 and the other with 16 students.

II. Results
1.   Briefly describe the changes that were implemented in the course as a result of the previous assessment.
> N/A

2.   List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
> Student will write a one-paragraph composition which follows English organizational structure and is intelligible to an unsympathetic native speaker.

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.***
> An assessment rubric with ten items was used (see attached). The desired result was that 70% of the students would earn 70% or higher on the written paragraph (that is, they would satisfy seven of the ten requirements. Twenty-five of 34 students (73.5%) met this goal.

4.   For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment.***
> See #3 above.

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

Strengths: All but one student provided prewriting. Other areas with high success were topic sentences; use of sufficient details; use of subjects and verbs in each sentence; and use of appropriate tenses, word order and subordination.

Weaknesses: The most striking weakness was in the area of vocabulary. This is a challenge for writers in a foreign language, and the results underscore the need for students to continue to build their vocabulary and knowledge of word forms and collocations. As well, the requirement that students demonstrate the necessary level of reading proficiency to enroll in ENG 037 must be upheld.

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.

   We will look at incorporating word form practice and collocation work into the course. However, these are skills that we focus on in the Intermediate ESL Reading course (ENG 033/034), and students in 037 already have a heavy workload.

   In fact, the assessment process and student comments have helped us see that we need to offer a second semester of ENG 037 (possibly 038), similar to the two-semester option of ENG 050/051 and ENG 090/091. This would allow students to take a second semester of Intermediate ESL Writing if they needed it without negatively impacting their transcript or financial aid.

   In addition, students who are enrolled in ENG 027/028 (Low Intermediate ESL Reading), do not seem to have the vocabulary knowledge to succeed in ENG 037, so we recommend that the reading pre-requisite be changed so that a student has either passed ENG 034 or is concurrently enrolled in ENG 033 or ENG 034.

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: See above (III. 1).

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

   c. ☒ Course pre-requisites on the Master Syllabus
      Change/rationale: See above (III. 1).

   d. ☐ 1st Day Handouts
      Change/rationale:

   e. ☐ Course assignments
      Change/rationale:

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

   g. ☐ Instructional methods
      Change/rationale:

   h. ☒ Individual lessons & activities
      Change/rationale: Include practice with word forms to increase student awareness of common patterns.

3. What is the timeline for implementing these actions? This can be started immediately.

Please return completed form to the Office of Curriculum & Assessment, SC 247.

Approved by the Assessment Committee 11/08

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 tool worked effectively.

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: Fall 2011

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

Submitted by:

Print: __M. Czinski/S. Glowski__   Signature _____ Date: 01/08/2009
Faculty/Preparer

Print: __Carrie Krantz__   Signature _____ Date: 1/12/09
Department Chair

Print: __Bill Abernethy__   Signature _____ Date: JAN 2 2 2009
Dean/Administrator