

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English as Second Language	023	ESL 023 07/05/2024-High Beginning ESL Reading and Writing
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	English & College Readiness
Faculty Preparer		Heather Zettelmaier
Date of Last Filed Assessment Report		08/30/2019

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes
This course was assessed in Fall 2018.

2. Briefly describe the results of previous assessment report(s).

The 2018 assessment examined five outcomes. Students achieved the standard of success in all but one outcome. It was determined that there was not enough data to assess the outcome about base forms and affixes (Outcome 2), and that this was not a focus of the course.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Outcome 2, about base forms and affixes, was removed from Outcomes and placed in Objectives. Language was revised in the Outcomes about vocabulary and writing (Outcomes 3, 4, and 5). Specific details were added to several assessment tools.

A greater emphasis has been placed on vocabulary learning since the action plan was put into place. Betsy Foss created a comprehensive ESL 023 Vocabulary OER, which has been extremely effective as a vocabulary teaching and practice tool.

II. Assessment Results per Student Learning Outcome

Outcome 1: Read and understand simplified texts independently.

- Assessment Plan
 - Assessment Tool: Departmentally-developed exam
 - Assessment Date: Fall 2021
 - Course section(s)/other population: All
 - Number students to be assessed: All students
 - How the assessment will be scored: Rubric
 - Standard of success to be used for this assessment: 70% of students will score at least 70% on the departmentally-developed reading exam.
 - Who will score and analyze the data: Departmental 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)
	2022	

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

# of students enrolled	# of students assessed
14	14

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.

All 14 students were assessed.

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 only one section of ESL 023 offered in Winter 2022. All students were included.

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

Test items from the midterm and final reading exams were used. On these exams, students were asked to read an abridged text. The text used vocabulary that

students had seen in their texts throughout the course, and the topic was a logical choice for the themes of the semester. The question format was multiple choice.

After reading this long text, students answered questions that targeted main ideas, details, vocabulary in context, and some inference questions.

Also used in this assessment were a number of "Sentence Study" questions. Students read a single sentence and then answered an inference question based on their deep understanding of that sentence. The format was 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

57% of students (8/14) achieved this learning outcome. The standard of success was not met.

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

Most students demonstrated strong reading skills, no matter the type of question (main idea, detail, inference, and vocabulary in context). Sentence-level questions were challenging, but many students showed competence in this close-reading type of task as well.

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.

Students who struggled with reading a simplified text on these exams were also those who had struggled all semester, both during classroom activities and on tests. These were also largely the students who did not develop new extensive reading habits in the class. Instructors of 023 should continue to give many practice tests and teach strategies for independent reading of academic texts. We should continue to use excellent textbooks that teach reading strategies with texts on high-interest topics.

Outcome 2: Identify the meaning of basic vocabulary words from the first 1000 words of the New General Service List.

- Assessment Plan
 - Assessment Tool: Departmentally-approved classroom test

- Assessment Date: Fall 2021
- 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 achieve success on 70% of the sentences produced.
- Who will score and analyze the data: Departmental 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)
	2022	

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

# of students enrolled	# of students assessed
14	14

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.

All 14 students were assessed.

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 only one section of ESL 023 offered in Winter 2022. All students were included.

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

Vocabulary items from the midterm and final exams were used. There were 40 items dedicated to the testing of vocabulary on each exam. The formats included multiple choice, fill-in-the-blank, and matching.

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

86% of students (12/14) achieved this learning outcome. The standard of success was met.

The two students who did not achieve this outcome also did not achieve Outcome 1, reading and understanding simplified texts. Reading becomes so much easier when vocabulary skills are strong.

In general, students scored higher on the final exam vocabulary items than on the midterm exam items. They had seen the benefits of studying vocabulary and its positive effects on their reading comprehension and test scores.

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 knowing the meanings, synonyms, and antonyms of the first 1,000 words of the New General Service List (NGSL). They used English-English dictionaries and the vocabulary exercises designed at their level to achieve this outcome. Moreover, vocabulary skills were strengthened by repeated exposure to these words in the texts used in ESL 023.

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.

In the summer after Winter 2022, a new vocabulary OER was developed by Betsy Foss, Full-time ESL faculty. The OER was based on vocabulary recognition speed drills and Blackboard exercises already used in the course. The OER put all of the resources in one place, in a printable format. Students now purchase a print copy of this Vocabulary OER for a low price in the WCC bookstore, ensuring that all ESL 023 students use excellent vocabulary study materials during class and at home. In the Winter 22 semester, students were not consistently using these materials, especially before the midterm exam. We are excited that results are continuously improving in the area of vocabulary learning because of the excellent open resources that have been developed.

Outcome 3: Write a group of sentences in a paragraph format from picture prompts that show the ability to write complete sentences in English that are usually intelligible to a sympathetic native speaker (i.e. an ESL instructor accustomed to reading text written by students whose first language is not English), with effort.

- Assessment Plan
 - Assessment Tool: Composition based on picture prompts

- Assessment Date: Fall 2021
- 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 score 70% or higher.
- Who will score and analyze the data: Departmental 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)
	2022	

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

# of students enrolled	# of students assessed
14	14

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.

All 14 students were assessed.

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 only one section of ESL 023 offered in Winter 2022. All students were included.

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

Students were given eight pictures and some helpful vocabulary words. They were asked to write one sentence per picture. Then they rewrote the sentences into a paragraph format. The departmentally-developed rubric assessed the presence of sentence-level requirements. Each sentence was to have a subject and verb, begin with a capital letter, end with a period, and be comprehensible to an ESL teacher. The rubric was scored as a total out of 15 points.

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

79% of students (11/14) achieved this learning outcome. The standard of success was met.

One of the students wrote their exam at home and did not submit it online, even when prompted repeatedly via email and Zoom to do so. This student (#11) received a "0" on this part of the exam.

We see a correlation between writing progress and in-person attendance. Particularly at this high beginning level, learning to write at home and getting only remote feedback is not as effective as attending in person, where the teacher can assist and encourage as students attempt their first writing in English.

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

Students in this course made tremendous progress in their writing. The scaffolding set up for building sentence-level writing skills was effective. Student writing showed knowledge of the mechanics of English writing: including a subject and verb, starting with a capital letter, and ending with a period. This was largely because the group was excited about improving their writing and latched onto the engaging material in the ESL 023 High Beginning Writing OER, developed specifically for this course several years ago.

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 group of students really improved and achieved this outcome. In other semesters when this course has been assessed, there have been instructors who set aside the ESL 023 High Beginning Writing OER and tried different approaches to teaching writing. For example, they considered it sufficient to teach and test grammar, or to have students react to ESL 023 reading material in writing. This is not enough for this course. Students truly benefit from their first exposure to paragraph writing in ESL 023; the OER teaches exactly what the students need at this level. Ensuring that all instructors for this course use the designated OER will continue to be a priority.

The two students who did not achieve the standard of success for this outcome were taking the class on Zoom in this hybrid semester. One of the students didn't submit any writing all semester and didn't participate verbally via Zoom, even when prompted. The other student struggled with writing all semester due to remaining in the virtual environment. She struggled to follow and apply feedback

from writing lessons due to her low English level and unfortunately didn't strengthen her skills in ESL 023.

Outcome 4: Write sentences in a paragraph format that show an ability to produce the standard mechanics of English sentences (e.g., start with a capital letter, end with period).

- Assessment Plan
 - Assessment Tool: Paragraph from dictated sentences or paragraph of personal writing
 - Assessment Date: Fall 2021
 - 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 score 70% or higher.
 - Who will score and analyze the data: Departmental 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)
	2022	

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

# of students enrolled	# of students assessed
14	14

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.

All 14 students were assessed.

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 only one section of ESL 023 offered in Winter 2022. All students were included.

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

During the final exam, 10 sentences were dictated. Students had had many dictation quizzes and a dictation midterm before this assessment. After the dictation, students copied the 10 sentences into a specific format and produced an informal "email." Informal email writing had been taught in the writing component of this course.

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

86% of students (12/14) achieved this learning outcome. The standard of success was achieved.

For this outcome, the rubric and the results were similar to Outcome 3. Assessing Outcome 4 seemed a bit redundant. Revision to the master syllabus is a logical action. (See Action Plans.)

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

Similar to Outcome 3, students demonstrated strong knowledge of the mechanics of English sentences. They also demonstrated adequate vocabulary and grammar knowledge, enabling them to comprehend dictated sentences. This was an integrated task (listening and writing), and students engaged and improved by practicing throughout the semester.

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.

Dictation continues to be an appropriate method for assessing writing at the high beginning level. However, the rubric for this outcome was very similar to the rubric for Outcome 3. Since listening is not the focus of this course, instructors should not be required to practice dictation, although it is recommended. In the future, the paragraph based on dictation should be eliminated as a required assessment tool. Outcome 3 should remain with revised language for the assessment tool. (See Action Plans.)

From both Outcomes 3 and 4, we see that students at this level struggle when attempting to write in a virtual or online setting with remote instruction and

feedback. One of the two students who didn't achieve the outcome plagiarized and got a "0," and the other didn't submit any writing at all for this exam. Those two students couldn't be coached to submit their own writing for homework assignments either.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

The many intended changes from the previous assessment were effective. The 2018 assessment was the first assessment of ESL 023 since its curriculum was significantly changed in 2015. The new outcome language was very effective and appropriate. Further revision of language is needed to fuse Outcomes 3 and 4. In 2018, the Intended Changes included a new set of vocabulary exercises targeting the first 1000 words of the NGS. We completed this resource, and even the electronic version that was ready as of Winter 22 was extremely effective. Finally, the Intended Change to create a High Beginning Writing OER has been extremely effective. Students and instructors have very positive things to say about using this resource. In fact, since this OER lives on the public domain sites for OERs, we have received some positive feedback from places as far away as Washington State! Other institutions appreciate it, too.

2. 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?

Overall, ESL 023 is meeting the needs of students. This was especially clear with this group of mature adult learners that showed up in person during the last semester of hybrid learning. Their engagement, hard work, and commitment to face-to-face learning helped the majority of students obtain the fundamental skills taught in this course. Eleven out of fourteen students attended this course in person, and the three who attended via Zoom struggled and didn't improve significantly. This is not a surprise; it is consistent with other virtual and hybrid courses taught at this level during the COVID-19 pandemic.

3. 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 January 2025 in-service.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	<p>In Outcome 3, the language should read:</p> <p>"Write a group of complete sentences in a paragraph format that are usually intelligible to a sympathetic native speaker (i.e. an ESL instructor accustomed to reading text written by students whose first language is not English)."</p>	<p>The stipulation that the sentences of a paragraph should be prompted by pictures has been difficult to communicate to all ESL 023 instructors. The revision of this language allows for more flexibility for the instructors, but it still targets the writing goals of ESL 023. The Assessment Tool language will be revised with options for assessing this outcome.</p>	2024
Assessment Tool	<p>For Outcome 3, the Assessment Tool should be:</p> <p>"Outcome-related composition."</p>	<p>The paragraph produced during the final exam should provide plenty of structure and robust prompts for students at this level. However, the specific requirement "composition based on picture prompts" has proven to be too narrow for the variety of instructors who teach ESL 023. The revision will capture other valid methods of assessment.</p>	2024
Other: Remove Outcome	Remove Outcome 4.	The rubrics for Outcome 3 and	2024

		Outcome 4 are very similar. One paragraph of writing is sufficient to determine if students have mastered the writing skills presented in this course.	
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Winter 22 Assessment Data Outcomes 1 2 3 4](#)

[Final Reading Exam](#)

[Final Writing Picture Paragraph](#)

[Midterm Reading Exam](#)

[Final Dictation Paragraph](#)

Faculty/Preparer: Heather Zettelmaier **Date:** 12/19/2024
Department Chair: Carrie Krantz **Date:** 12/19/2024
Dean: Anne Nichols **Date:** 01/06/2025
Assessment Committee Chair: Jessica Hale **Date:** 01/28/26

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English as Second Language	023	ESL 023 06/08/2017-High Beginning ESL Reading and Writing
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English & College Readiness	Heather Zettelmaier
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes

Outcome 1 of this course was assessed when this course was ENG 023, High Beginning Reading and Listening, Fall 2009.

2. Briefly describe the results of previous assessment report(s).

The standard of success for Outcome 1 was not met in 2009. In fact, it appears that the scores were extremely low, demonstrating no strengths. The assessors determined that the tool was at fault. The ESL Compass Reading was used. High beginning ESL students perform very poorly on standardized computer tests. In addition, the report says that students may not have taken the test seriously because it wasn't part of the course grade.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

The previous report said, "We will look at other means of assessing the course." In the current assessment report, a departmentally-developed exam is used. This was necessary because the ESL Compass Reading no longer exists.

II. Assessment Results per Student Learning Outcome

Outcome 1: Read and understand simplified texts independently.

- Assessment Plan

- Assessment Tool: ESL Compass reading
- Assessment Date: Winter 2016
- Course section(s)/other population: all
- Number students to be assessed: all students
- How the assessment will be scored: Scored by Compass
- Standard of success to be used for this assessment: 70% of students will score at least 65 on ESL Compass reading.
- Who will score and analyze the data: Departmental faculty will 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)
2018		

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

# of students enrolled	# of students assessed
22	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 attending before the midterm exam. All other students' results were assessed.

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 only one section of this course, and all students in it were assessed.

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

Since the ESL Compass Reading test no longer exists, departmentally-developed midterm and final exams were used for this assessment. Both the midterm and final exams included simplified texts and a substantial number of test items to show student comprehension. The format was 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: Yes

Nineteen out of twenty-one (90%) of students scored 70% or higher on the reading comprehension portions of the midterm and final exams in this course. The standard of success was met.

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

Both on the midterm and final exams, students showed a strong ability to answer a variety of questions about a simplified text. The two texts used in this assessment were informative texts about new topics, and students were still competent in showing comprehension. They answered main idea, guessing-from-context, and detail questions.

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.

In this course, we should continue to use multiple choice and short answer questions to show understanding of level-appropriate texts. There was some correlation between the students who scored in the 50-80% range and low vocabulary scores. (See Outcome 3.) Thus, continued emphasis of vocabulary learning will help to improve students' reading skills in ESL 023.

Outcome 2: Identify common base forms and affixes.

- Assessment Plan
 - Assessment Tool: Departmentally-approved classroom test.
 - Assessment Date: Winter 2016
 - 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 score at least 70% on the relevant portion of the final exam.
 - Who will score and analyze the data: departmental 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)
2018		

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

# of students enrolled	# of students assessed
22	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 attending before the midterm exam. All other students' results were assessed.

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 only one section of this course, and all students in it were assessed.

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

There was not enough data to assess this outcome. Only 5 test items were given, and only on the midterm exam. Word parts (base forms and affixes) are not a main focus of this course and thus were not well-represented in the assessment tool.

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
 No assessment was completed for this outcome. Upon the revision of the master syllabus of this course, this outcome should be removed and placed in the objectives. (See Action Plans/Intended Changes.)

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

This outcome was not assessed.

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 should be removed. We introduce word parts in ESL 023, but this outcome should be moved to objectives on the master syllabus. (See Action Plans/Intended Changes.)

Outcome 3: Use basic vocabulary words from the course in complete sentences that demonstrate the meaning and use of the words.

- Assessment Plan
 - Assessment Tool: Departmentally-approved classroom test.
 - Assessment Date: Winter 2016
 - 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 achieve success on 70% of the sentences produced.
 - Who will score and analyze the data: departmental 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)
2018		

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

# of students enrolled	# of students assessed
22	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 attending before the midterm exam. All other students' results were assessed.

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 only one section of this course, and all students in it were assessed.

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

Vocabulary in this course was not tested in a way that targets this outcome. Rather than being asked to use words in their sentences, students had to fill in sentences with appropriate vocabulary words or identify meaning in a matching exercise. Since vocabulary is a major focus of this course, it was determined that using the vocabulary sections of the midterm and final exams to assess this outcome was necessary.

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

Fifteen out of twenty-one (71%) of students achieved success on the vocabulary test items used to assess this outcome. The standard of success was met.

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

Students showed fairly strong knowledge of vocabulary in this course.

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.

There were many students who had only minimally passing scores in this area. The vocabulary introduced in this course is very basic; only the most common words in the English language are tested. More than 71% of the students should have shown mastery of these simple words. ESL 023 should have a stronger emphasis on vocabulary learning.

Outcome 4: Write a group of sentences from picture prompts that show the ability to write complete sentences in English that are usually intelligible to a sympathetic native speaker (i.e. an ESL instructor accustomed to reading text written by students whose first language is not English), with effort.

- Assessment Plan

- Assessment Tool: Composition
- Assessment Date: Winter 2016
- 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 score 70% or higher.
- Who will score and analyze the data: departmental 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)
2018		

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

# of students enrolled	# of students assessed
22	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 attending before the midterm exam. All other students' results were assessed.

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 only one section of this course, and all students in it were assessed.

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

Students were given pictures of a family performing work outside "last Saturday." They were asked to write about six sentences describing the activities using past tense verbs. The test gave them blank lines, numbered 1 through 6. The sentences were scored with a departmentally-developed rubric.

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

Twenty-one out of twenty-one (100%) of students achieved 70% or higher on the items from the rubric. The standard of success was met for this outcome and tool.

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

Students consistently achieved the standards of success for this outcome. They used appropriate vocabulary, conformed to standard English sentence structure, and wrote intelligibly about the picture prompts.

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 weakness in this area is not with student achievement but in the expectations of writing in this course, as they are currently articulated. Writing a "group of sentences" does not mean that students will be able to show sentence boundaries once a paragraph format is expected. We should expect more from writers at this level and make this known to the instructors. The wording of the outcome should include "in a paragraph format." (See Action Plans/Intended Changes.)

Outcome 5: Write sentences that show an ability to produce the standard mechanics of English sentences (i.e. start with a capital letter, end with period).

- Assessment Plan
 - Assessment Tool: Composition
 - Assessment Date: Winter 2016
 - 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 score 70% or higher.
 - Who will score and analyze the data: departmental 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)
2018		

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

# of students enrolled	# of students assessed
22	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 attending before the midterm exam. All other students' results were assessed.

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 only one section of this course, and all students in it were assessed.

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

Students were asked to describe their morning routine in a short paragraph. In addition, students were given several sentences of dictation. These two pieces of writing were evaluated using a departmentally-developed rubric.

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

Twenty-one out of twenty-one (100%) of students achieved 70% or higher on the items from the rubric. The standard of success was met for this outcome and tool.

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

Students consistently achieved the standards of success for this outcome. They wrote sentences with a subject and verb, capital letter, good end-of-sentence punctuation, and standard English word order.

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.

Although the students fulfilled the expectations of this outcome, they were not asked to produce a variety of sentences. For example, the question asked them to write about their own morning routine. This required a capital letter "I" at the beginning of every sentence, so we can't be sure if these students would also capitalize the first word should it be another subject. The prompts also required only lists of sentences, not a paragraph format. End-of-sentence punctuation can't be effectively assessed unless a paragraph format is attempted. (See Action Plans/Intended Changes, Outcome Language.)

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

It is clear that the revision of this course from High Beginning Reading and Listening to High Beginning Reading and Writing has been very effective. The ESL program now contains writing instruction at every level. As writing is the most challenging and arguably the most important skill for success in college, this change was important and welcomed by both instructors and students. We can also now consider effective assessment tools for the revised course, ESL 023.

2. 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?

It was surprising that Outcomes 4 and 5, about writing, were met so handily. Instruction in this area was clearly effective. This was especially surprising because this course can be taken without taking a grammar course concurrently or as a pre-requisite. The students' clear, simple writing came from effective practice and instruction. The fact that vocabulary learning was the weakest area was also enlightening. (See Action Plans/Intended Changes, Course Materials.)

3. 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 August 2019 in-service.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	For Outcomes 4 and 5, new language should be added that indicate a "paragraph format" is required.	In the assessment of these two outcomes, students wrote lists of sentences. Writers do not reveal whether or not they understand end-of-sentence punctuation when they write a list of sentences. At this level, students should show that they can use appropriate end-of-sentence punctuation in a paragraph format, not just write numbered lists of sentences.	2019
Outcome Language	Outcome 3 should not require that students use vocabulary words in sentences. Language should read, "Identify meaning of basic vocabulary words."	Students at the high beginning level struggle to give adequate treatment of vocabulary words that would fulfill this outcome as it stands. Also, instructors cannot efficiently score the variety of sentences that would be produced using the current assessment tool. The assessment tool is not embedded in the course.	2019
Outcome Language	We need to remove Outcome 2 and place it in Objectives.	Base forms and affixes are a small part of ESL 023. Students will have a	2019

		much heavier emphasis on this vocabulary skill in the higher reading courses, ESL 128 and 134.	
Assessment Tool	It should be clear that Outcome 5 has a different assessment tool than Outcome 4. For example, the assessment tool for Outcome 5 should be "paragraph from dictated sentences or paragraph of personal writing." In this assessment, both a paragraph of personal writing and a group of dictated sentences was used.	If this change is not made, it may appear that we can assess all writing using the paragraph from picture prompts. Students produce more writing than the picture paragraph at the end of the semester; we should use more than one written piece for the writing outcomes.	2022
Assessment Tool	The assessment tool for Outcome 1 should be "departmentally-developed exam."	Standardized tests are not embedded into the course. ESL Compass reading no longer exists, and the current test, the CaMLA EPT, gives a composite score, not a separate reading score.	2022
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	A set of vocabulary exercises for ESL 023 should be developed for Blackboard. These vocabulary exercises should cover words 1-1000 of the New General Service List.	Weekly vocabulary exercises in the higher reading classes (ESL 128 and 134) have proven effective in helping students retain a large number of vocabulary words. The current	2020

		materials are only using Quizlet, which is not sufficient for fully acquiring these vocabulary words.	
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	ESL 023 needs an OER for the writing component of the course.	Writing textbooks differ greatly at this level. If we want our writing instruction to have consistency, we need an OER for high beginning writing that focuses on our course goals. This would also save students a great amount of money, and the instructors could plan much more efficiently.	2020

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

6.

III. Attached Files

[Assessment Data](#)

Faculty/Preparer: Heather Zettelmaier **Date:** 07/29/2019
Department Chair: Carrie Krantz **Date:** 07/30/2019
Dean: Kimberly Jones **Date:** 08/08/2019
Assessment Committee Chair: Shawn Deron **Date:** 08/29/2019

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG 023
 Course Title: High Beginning ESL Reading and Listening
 Division/Department Codes: HSS/ENG

2. Semester assessment was conducted (check one):
 Fall 2009__
 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.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 21/23

6. Describe how students were selected for the assessment.
 All students were assessed except for one who audited and one who faded away.

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.
 1. Students will read and understand simplified texts independently.
 2. Students will demonstrate comprehension of extended discourse on familiar everyday topics.
 3. As appropriate, students will listen for specific or global information.

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.*
 Outcome 1: Twelve of 21 scored 65 or higher on the COMPASS ESL Reading.
 Outcomes 2 & 3: Eight of 21 scored 67 or higher on the COMPASS ESL Listening.

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.*
 Outcome 1: The standard of success was that 70% of the students would score at the targeted level; only 57 % did so.
 Outcome 2 & 3: The standard of success was that 70% of the students would score at the targeted level; only 38% did so.

COURSE ASSESSMENT REPORT

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

Strengths: none

Weaknesses: The assessment results are significantly worse than other measures of student success such as tests and exams. We suggest two reasons for this: In our attempt to use an external measure to assess student performance, we chose an instrument (an ESL test administered on a computer) that presented more of a challenge to students at this level of English proficiency than we had anticipated. In addition, since a student's performance on the assessment tool in no way impacted his grade in the course, some may not have taken it very seriously.

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 using other tools to assess student performance.

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 II 5 above

- 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:

- g. Instructional methods

Change/rationale:

- h. Individual lessons & activities

Change/rationale:

3. What is the timeline for implementing these actions? Winter 2010

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.

They were not very successful. The results did not correlate well with success in the course.

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

We will look at other means of assessing the course.

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

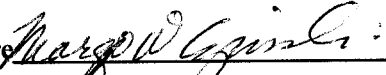

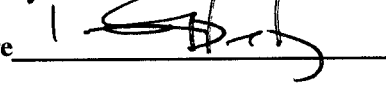
All _____ Selected X

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

COURSE ASSESSMENT REPORT

If "Selected", provide the report date for remaining outcomes: The data for one minor outcome slipped through the cracks and will be addressed in the next assessment in three years.

Submitted by:

Print: <u>Margo W. Czinski</u> Faculty/Preparer	Signature: <u></u>	Date: <u>3/8/10</u>
Print: <u>Carrie Krantz</u> Department Chair	Signature: <u></u>	Date: <u>3/9/10</u>
Print: <u>Bill Abernethy</u> Dean/Administrator	Signature: <u></u>	Date: <u>MAR 10 2010</u>

logged 3/10/10 s/v
Approved by the Assessment Committee 11/08

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG 023
 Course Title: High Beginning ESL Reading and Listening
 Division/Department Codes: HSS/English/Writing

2. Semester assessment was conducted (check one):
 Fall 2006
 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.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 19 of 31 (61%)

6. Describe how students were selected for the assessment.
 All students who passed the class were included in the assessment.

II. Results

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

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 1. Students will read and understand simplified texts independently.
 2. Students will learn common base forms and affixes.
 3. Students will demonstrate comprehension of extended discourse on familiar everyday topics.
 4. As appropriate, students will listen for specific or global information.
 - 5.

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.*
 All assessed students achieved the desired level of success for Outcomes 1, 2, 3, and 4.

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.*

Outcome 1: 84% of assessed students and 70% of all students achieved the desired standard (65 or higher on the COMPASS ESL Reading Test, scoring into the Intermediate level).

COURSE ASSESSMENT REPORT

Outcome 2: 96% of all students achieved the desired level (70% or better on a 12-item test of word forms).

Outcomes 3&4: 79% of assessed students achieved the desired level (67 or higher on the COMPASS ESL Listening Test, scoring into the Intermediate level); however, only 63% of all students did so.

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

Strengths:

The results for Outcome 2 (Reading) indicate that 84% of the assessed students met the goal and 70% of all students did so. This indicates that many students improved their reading skills.

The results for Outcome 2 (Word Forms) were excellent, with 100% of assessed students and 96% of all students meeting the target.

Weaknesses:

The results for Outcomes 3 & 4 (Listening) were good for the assessed students with 79% of them meeting the goal, but not as good overall, with 63% of all students meeting the goal. In fact, the failure on the part of these students to improve their listening skills accounts for their failure to pass the class.

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.

In our next assessment, we will try to measure the change in student proficiency. We will either look at COMPASS ESL Listening scores at the beginning and end of the semester or devise an appropriate pre/post test.

- 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:

g. Instructional methods
Change/rationale:

h. Individual lessons & activities
Change/rationale:

- 3. What is the timeline for implementing these actions?

COURSE ASSESSMENT REPORT

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.

We are still trying to balance the advantage of assessing using a nationally-normed test with the challenges students of limited English proficiency and limited computer skills face (It is not a given that international students in ESL courses are computer savvy, and those that are may have limited experience using a computer in English rather than their native language).

- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments. See III 1 above.

- 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 2009.

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

Submitted by:

Name: Margo Czinski, Susan Glowski Susan Glowski Date: January 13, 2007
 Print/Signature Margo W Czinski

Department Chair: Carrie Krantz Fischer Date: 1.18.07
 Print/Signature

Dean: [Signature] Date: JAN 22 2007
 Print/Signature