

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English as Second Language	128	ESL 128 07/24/2024-Low Intermediate 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		09/17/2018

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 last assessed in Winter 2018.

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

In the previous assessment of ESL 128, the standard of success was achieved for all three outcomes. Language was revised for Outcome 1, and an Open Educational Resource (OER) was proposed for the writing component of this course.

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

The language changes were made to Outcome 1. When the COVID pandemic began, we ceased to use the Edinburgh Project on Extensive Reading (EPER) exit test, as it is entirely paper-pencil. We have not resumed the use of that test since the pandemic ended, so further revision to Outcome 1 and the assessment tool was required.

The Low Intermediate ESL Writing OER was developed as a result of the previous assessment of this course in the summer of 2018. Many ESL faculty, both full- and part-time, contributed to the OER. It was launched in the Winter 2019 semester and has been an effective and engaging resource for the teaching of writing for both instructors and students since then. As it is posted on the public

OER site, ESL teachers from as far away as Oregon have reached out to show their appreciation for this text.

II. Assessment Results per Student Learning Outcome

Outcome 1: Improve reading comprehension by at least one level from pre- to post-test.

- Assessment Plan
 - Assessment Tool: Pre- and post-test using Edinburgh Project On Extensive Reading Tests
 - Assessment Date: Winter 2021
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Answer sheet
 - Standard of success to be used for this assessment: 70% of students will increase by one reading level between pre- and post-test.
 - 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
19	18

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 students who took the final exams were assessed. One student dropped near the beginning of the semester.

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 ESL 128 in Fall 2022.

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

The tool, "Pre- and post-test using Edinburgh Project On Extensive Reading Tests" (EPER pre-test and EPER exit test), is no longer used in ESL 128. The discontinuation of this test happened during the COVID pandemic, Winter 2020-Winter 2022. When face-to-face classes resumed in Fall 2022, the ESL faculty re-examined the EPER test, which is an old, British, paper-pencil reading test. It was very effective for a long time, but we discovered that other tools could be used to show reading levels. Similar to other WCC ESL reading courses, the reading portion of the final exam was used for this assessment. There were 38 test items, all multiple choice, targeting the following: main ideas, details, inferences, guessing from context, understanding sentences, and analyzing paragraphs based on rhetorical structures. Skills were tested thoroughly on this reading final exam.

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

Using the reading final exam and the 38 reading items, 12 out of 18 students (67%) scored 70% or higher. 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.

Many students showed competence in every area of the final reading exam: main ideas, details, sentence and paragraph analysis, and guessing vocabulary from context. Six students scored 89% and higher. With some exceptions, the portions of the assessment with the highest scores were those based on longer texts, including "A History of Potatoes in Europe" and "The Story of Roz Savage" (a rower). This may have been the case because the topics were very interesting and accessible, and all questions in those sections had the same context.

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.

Some students struggled with the sentence analysis questions, which were a bit tricky and included some math. Guessing words from context was also challenging for some students.

It's worth noting that 4 out of the 6 students who did not achieve the standard of success, Students 6, 7, 8, and 17, also scored very low for Outcome 3, Paragraph

Writing. These students showed a lack of preparedness and success throughout ESL 128, sometimes even on their second tour in the course. Some needed much guidance in soft skills and may have had low levels of literacy in their own language. It is possible that the lack of success of these four students has influenced the results of Outcome 1 for this assessment. In other words, this course is actually effective in helping students improve their reading level, but because data from only 18 students was analyzed, it may appear otherwise.

Outcome 2: Demonstrate 70% mastery of the 1500 word list.

- Assessment Plan
 - Assessment Tool: The vocabulary test based on Paul Nation's test will be administered at the end of the semester.
 - Assessment Date: Winter 2021
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Answer sheet
 - Standard of success to be used for this assessment: 70% of students will achieve 70% mastery of the vocabulary.
 - 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
19	18

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 students who took the final exams were assessed. One student dropped near the beginning of the semester.

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 ESL 128 in Fall 2022.

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

The vocabulary test based on Paul Nation's test was used for this outcome. There were 30 items on this test. The format was matching. Students matched words to their synonym or definition.

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

18 out of 18 students (100%) scored 70% or higher. The standard of success was met. The average score was 89%.

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

Students showed that they were very familiar with vocabulary from the first 1500 words of the New General Service List (NGSL). This English-English matching test was targeted at low-intermediate English language learners. There were some very high scores, 10 out of 18 at 90% or higher.

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 ESL 128, students should continue to take weekly vocabulary quizzes to enforce the memorization of these 1500 vocabulary words. The vocabulary practice materials developed by Betsy Foss are excellent and give students multiple means to "play with" and acquire the vocabulary words that are most often seen in English texts. Vocabulary learning is a strength of this course.

Outcome 3: Write an original paragraph that demonstrates some mastery of English sentence structure and word use and is generally 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 some effort.

- Assessment Plan
 - Assessment Tool: Original paragraph
 - Assessment Date: Winter 2021
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the 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
19	18

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 students who took the final exams were assessed. One student dropped near the beginning of the semester.

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 ESL 128 in Fall 2022.

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

Students wrote a paragraph based on a low-intermediate prompt. A departmentally-approved rubric with 10 items was used to score each paragraph. The rubric targeted three areas: organization, development, and language. Organization items included a topic sentence and a single paragraph format. Development items asked students to answer the question with sufficient details.

In language use, students had basic requirements: complete sentences with a capital letter, subject and verb, and a period. There were to be correctly formed simple present and simple past verbs. The vocabulary used was to be low intermediate.

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

13 out of 18 students (72%) scored 70% or higher. The standard of success was met. The average score was 7.6/10.

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 writing appropriate topic sentences, and they wrote in a single paragraph format. Most students also showed competence in the development of the topic, writing sufficient details (about 8-12 sentences).

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 area of difficulty was language use. Some students used awkward sentence structures, obviously influenced by first language interference. There were some errors in verb use, especially in subject/verb agreement in simple present tense.

As noted in the analysis of Outcome 1, most students who did not meet the standard of success in this outcome, Students 6, 7, 8, and 17, also demonstrated weakness in reading comprehension. There is a correlation between these students' competence in reading and in their ability to write at the low intermediate level.

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 assessment tool change for Outcome 1 was appropriate and would have been used exactly as described if we still used the EPER exit test. However, we will need to change the language for Outcome 1 again to reflect the use of the reading final exam instead.

Since the last assessment, we have developed and implemented a Low Intermediate ESL Writing OER. It has been very effective for teaching the writing objectives of this course. Instructors, students, and outside institutions have expressed their satisfaction with the lessons and activities in this OER.

- 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?

Based on this assessment, it is clear that ESL 128 is meeting the needs of most students. In this course, students engage and practice intensively with texts, vocabulary, strategies, and writing. They clearly improve their writing skills in preparation for higher levels of academic reading and writing.

Some of those in the cohort of students who struggled and did not meet the standard of success in this course also struggle with literacy in their own language. Some also need more support when it comes to study skills, English language immersion, and acclimation to expectations in American college classes. None of this surprised me as I assessed this course.

- 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 at the January 2025 in-service.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	<p>The language of Outcome 1 should be changed to:</p> <p>“Achieve low intermediate (Common European Framework of Reference (CEFR) B1-) reading level by the end of the semester.”</p> <p>The standard of success to be used</p>	<p>Instructors of ESL 128 use reading exam items that are appropriate for the level of the course and in sync with the topics and approaches of the texts used throughout the semester. These exams are a natural replacement for the EPER post-test, which is an old</p>	2025

	<p>for this assessment should read:</p> <p>"70% of students will score 70% or higher on the reading portion of the final exam."</p>	<p>British paper-pencil test.</p> <p>The test banks of the reading textbooks that we used are most often the source of the reading exam items. For low intermediate ESL readers, these texts are written at CEFR level B1-.</p>	
Assessment Tool	<p>The assessment tool for Outcome 1 should be "departmentally-developed final reading exam."</p>	<p>In this course, we no longer use the post-test of the Edinburgh Project on Extensive Reading to assess the final reading level. Every ESL instructor gives a level-appropriate final reading exam. This exam should include items that target main ideas, details, inferences, sentence- and paragraph-level analysis, and guessing vocabulary in context.</p>	2025

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

6.

III. Attached Files

[Assessment Data Fall 22](#)

Faculty/Preparer: Heather Zettelmaier **Date:** 12/19/2024
Department Chair: Carrie Krantz **Date:** 12/19/2024

Dean: Anne Nichols
Assessment Committee Chair: Jessica Hale

Date: 01/06/2025
Date: 01/28/2026

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English as Second Language	128	ESL 128 06/05/2018-Low Intermediate ESL Reading and Writing
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: Improve reading comprehension by at least one level from pre- to post-test.

- Assessment Plan
 - Assessment Tool: Pre- and post-test using Edinburgh Project On Extensive Reading Tests
 - Assessment Date: Fall 2015
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: answer sheet
 - Standard of success to be used for this assessment: All students will increase by one reading level between pre- and post-test.
 - 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
17	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.

Three students withdrew from the course.

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 course, 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.

The Edinburgh Project on Extensive Reading (EPER) test was given on the first day of the semester and in the 14th week of the semester. The test has a standardized method for scoring. The reading level was calculated using the pre- and post- tests for each student.

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

Twelve out of fourteen students (86%) achieved an increase of at least one level based on the EPER standardized reading test.

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

Most of the students in this course showed dramatic improvement in their reading level based on the EPER test. An improvement of one level was the standard of success. Four students met this standard; eight students exceeded it, improving their reading by 2 levels.

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.

Two students out of fourteen did not improve by one reading based on the EPER test. One of those students had top scores on the assessment for Outcomes 2 and 3 of this course. The other student achieved a high score for Outcome 2 but did not achieve the standard of success in Outcome 3 (Writing). Both of these students started out with a level "D" in reading, which is often the level for students exiting

ESL 128. The lack of success of these two students could be attributed to the unusual nature of the EPER tests. They are not multiple choice, and only one answer is acceptable. At least one of these students showed weakness in the area of following test directions and procedures. In any case, it is clear that both of these students were still reading at the appropriate level when they finished ESL 128.

Outcome 2: Demonstrate 70% mastery of the 1500 word list.

- Assessment Plan
 - Assessment Tool: The vocabulary test by Paul Nation et al will be administered at the end of the semester.
 - Assessment Date: Fall 2015
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: answer sheet
 - Standard of success to be used for this assessment: 70% of students will achieve 70% mastery of the vocabulary.
 - 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
17	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.

Three students withdrew from the course.

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 course, 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.

After the class studied the 1500 New General Service Word List throughout the semester, the final vocabulary exam using selected words from this list was administered. The format of this final vocabulary exam was matching words with meanings/synonyms in groups of five, modeled after the test by Paul Nation et al. The vocabulary exam was then scored by the instructor.

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

Ten out of fourteen students (71%) achieved a score of at least 70% on the Nation vocabulary test for 1500 words.

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

In general, the rate of success for this outcome (71%) shows that vocabulary enrichment was a strong skill for this group.

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, students should continue to use multiple methods to study and practice 1500 words from the New General Service List. Students should be familiar with the format of the Nation test but also work with these words in their writing, spelling, and grammar activities.

Outcome 3: Write a one paragraph composition that demonstrates some mastery of English sentence structure and word use and is generally 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 some effort.

- Assessment Plan
 - Assessment Tool: Composition
 - Assessment Date: Fall 2015

- Course section(s)/other population: all
- Number students to be assessed: all
- How the assessment will be scored: departmentally-developed rubric
- Standard of success to be used for this assessment: 70% of the 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
17	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.

Three students withdrew from the course.

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.

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: Yes

Ten of fourteen students (71%) fulfilled 70% of the items on the rubric. The standard of success for the course was met.

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

In general, students showed strength in:

- use of effective topic and conclusion sentences
- answering the question, supporting with details
- development with 8-12 sentences
- complete sentences, with subject and verb, capital letter and period

This demonstrates that these skills were covered well in the 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.

Particularly for the students who did not achieve 70% of the items on the rubric, the following areas were sometimes problematic:

- single paragraph format
- always using appropriate details to support the topic
- verb forms
- natural flow of English

These areas were strong for some students and weak for others.

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?

Based on the collective data for all three outcomes, this course is teaching students what they need to know to progress to higher levels of reading and writing. Although not all students achieved the standard of success for Outcome #1, the exit reading level of all 14 students was appropriate and showed readiness for more challenging texts. The writing component of this course (Outcome #3) is particularly challenging and useful for these students, and they showed that they

were, in general, competent at sentence- and paragraph-writing at the low-intermediate level.

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 at the August 2018 in-service.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	For Outcome #1, we would like to change the standard of success to: "70% of the students will increase by at least one reading level between pre- and post-test."	The nature of the EPER exit test does not ensure that all students will achieve a level that indicates their readiness for higher intermediate reading courses. There should be some flexibility with the assessment tool to assess this outcome.	2018
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	We intend to replace the writing textbook of this course with an OER.	The goals for student writing in this course are very specific and focused, and writing textbooks used in the past have been too lengthy and costly. The OER will integrate low-intermediate reading and writing and will be customized to the curriculum of ESL 128. Such focused material can only increase the	2019

		likelihood of success for student writers in this course.	
--	--	---	--

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

5.

III. Attached Files

[Outcome Data and Rubric](#)

Faculty/Preparer: Heather Zettelmaier **Date:** 08/10/2018
Department Chair: Carrie Krantz **Date:** 08/27/2018
Dean: Kristin Good **Date:** 08/28/2018
Assessment Committee Chair: Shawn Deron **Date:** 09/12/2018