

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
English as Second Language	134	ESL 134 05/04/2022-Intermediate ESL Reading
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	English & College Readiness
Faculty Preparer		Elizabeth Foss
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

The previous assessment was approved on August 20, 2019 and the semester assessed was Fall 2018.

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

In the 2018 assessment, both outcomes were achieved. Twenty out of twenty-three students (87%) achieved an increase of one level or higher on the EPER standardized reading test. All twenty-three students (100%) passed the exit vocabulary test with a score of 70% or better.

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

The emphasis of the previous report was on fostering student engagement and stimulating student motivation to read by providing high-interest reading materials and interactive activities. These activities, including book discussions on a book read by all members of the class and oral book reports, are embedded throughout the curriculum and are a regular part of daily classes.

**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: Edinburg Project on Extensive Reading (EPER) Tests will be administered at the beginning and end of the course and the results compared. Improvement by at least one level is expected.
- Assessment Date: Winter 2022
- Course section(s)/other population: All
- Number students to be assessed: All
- How the assessment will be scored: Answer key
- 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
20	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.

Two of the twenty enrolled students stopped attending class early in the semester; all other 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.

All students in the only section of ESL 134 were assessed.

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

The circumstances brought on by the pandemic and virtual classes necessitated a temporary shift from using the EPER standardized reading test. The EPER is a paper-and-pen test that must be administered in person; there is no electronic

equivalent available to us. Hence, the opportunity to assess individual students' reading growth over time has not been assessed.

Instead, students' ability to answer questions about main ideas and details on the final exam is used as a measure of accomplishment for ESL 134. The final exam is pegged at the exit level for ESL 134; therefore, successful identification of main ideas and details from readings at the exit level demonstrate preparedness for the subsequent reading level.

On the final exam, eleven questions were identified as focusing on main ideas and five on details. Two of the main idea questions and the five detail questions related to a single source text; the other main ideas questions related to shorter passages or standalone paragraphs. Students chose interpretations of main ideas and details in multiple choice questions.

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

Met Standard of Success: Yes

Seventeen out of eighteen students (94%) achieved a score of 70% or higher by correctly identifying main ideas and details. Sixteen out of eighteen (89%) achieved a score of 70% or higher when main ideas were isolated; the same proportion of students, 89%, achieved a score of 70% or better when details were isolated.

To reiterate, this is not our standard assessment tool for Outcome 1 of ESL 134, but because of limitations in administering our assessment tool caused by the class's virtual format, we have looked to different indications of reading success in ESL 134. By this temporary measure, students met the standard of success.

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

While it was not possible this semester to assess students' movement from one reading level to a higher level through the EPER standardized reading test, it is appropriate to say that students are successfully interpreting the main ideas and details of the texts they are reading. The tests used on the final examination are set at the exit level for the course, and the high rate of student success indicates that students are capable of understanding what they read at the exit level.

Throughout the semester, students were reminded to challenge themselves and to move to a higher level of text as it became easier to read at their current level. The reading levels identified on the book reports that students submitted throughout the semester indicate that most students pushed themselves to move to higher

levels, some jumping two levels or more. While this is not scientific proof of achievement at these levels, it does indicate that students were pushing themselves to read texts with greater grammatical and lexical complexity.

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 interruption in our use of the EPER test has given us an opportunity to examine whether we wish to continue with this instrument. The strongest advantage of the EPER is that it is pegged to the levels of the ESL reader collection in the WCC Bailey Library; when students get their results at the beginning of the semester, they can be directed to a specific group of readings that are appropriate for their starting level, and there is a clear path toward more challenging readings. However, the EPER also has some disadvantages, including British English usage, some outdated stories or scenarios that may be unfamiliar to students, and difficulty of administration. Upon reflection, we have decided to move to using the final exam to assess student success; the master syllabus revision will reflect new outcome language.

We feel that this will benefit students in several ways. First, the instrument that is used to determine success will use the language they are learning (American English), not British English, which has certain vocabulary and grammatical differences from American English. Second, in focusing on achieving a specific reading level rather than just showing individual progress, students will be better prepared to move to the subsequent class. A student who begins at a low level and achieves only one level of progress may not be ready for the next highest class, but students who achieve a specific reading benchmark can feel more confident of their readiness for the next class.

Outcome 2: Demonstrate 70% mastery of the 2000 Word List.

- Assessment Plan
  - Assessment Tool: A departmentally-developed vocabulary test modeled after the test by Paul Nation et al will be administered at the end of the semester.
  - Assessment Date: Winter 2022
  - 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
20	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.

Two students stopped attending class early in the semester and were not included in this assessment.

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 enrolled in the only section of ESL 134 in Winter 2022 were assessed.

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

This tool is a test based on the vocabulary test designed by Paul Nation to assess students' mastery of the New General Service Word List. Words are presented in groups of six with three definitions; students must match the definition to the correct vocabulary word. There are thirty test items. As this was done in a virtual class, the test was in electronic format on Blackboard and was scored by Blackboard.

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

All eighteen of the students test earned scores of 70% or higher (100%). The standard of success was met for this outcome and this tool.

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

Vocabulary learning is a great strength in ESL 134. Students receive a decontextualized list of 2,000 words at the beginning of the semester. However, they also have weekly vocabulary exercises to work on, which provide several benefits: 1) smaller groups of words to work on each week; 2) exercises that help to organize the words into parts of speech (exercises may focus solely on nouns or on verbs, for example) or that give alternative ways to think about the words, such as using antonyms; and 3) exercises that provide sentences or paragraphs for context around the target vocabulary.

Additionally, there are links to vocabulary practice sites such as Quizlet on the Internet, which provide different ways to practice spelling, pronunciation, definitions, and usage of the target vocabulary.

Finally, there are opportunities for students to ask questions each week before taking a quiz on that week's vocabulary range.

Students have expressed appreciation for the variety of ways they can practice the vocabulary.

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.

All of the abovementioned activities provide a range of opportunities to practice and master the vocabulary. A continuation of these practices is recommended.

### **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 focus of the intended changes from the last assessment report was on student motivation to read and a push toward extensive reading. The recommended strategies, including oral book reports, book discussions, and a high-interest book shared by the whole class, have been used consistently since the last assessment.

The group being assessed in this report was an all-virtual class. In fact, these social strategies for sharing the experience of reading were highly important. Reading is, by its nature, a strongly individual experience, so a reading class done online can feel somewhat isolating. However, the group activities mentioned previously, as well as other chances to compare notes with classmates on other reading exercises,

provided stimulation and interest. Additionally, it allowed students in the class to see how other students approached and interpreted their reading. Providing as many opportunities as possible for students to engage with each other and to make explicit the many skills involved in reading can only enhance student motivation.

Extensive reading remains key to success in this class. Students must continue to be encouraged to read broadly and quickly. However, at times during the pandemic, this has been a challenge. The sizable collection of leveled ESL readers in the WCC Library was unavailable for a significant part of the pandemic years or offered limited and somewhat inconvenient access. Additionally, when classes went to virtual format, some students returned to their native countries and took classes from there, and others began classes for the first time from overseas. It was particularly difficult to help these non-local students find level-appropriate materials without having access to the WCC ESL book collection.

Therefore, one goal moving forward should be to identify different ways of providing level-appropriate reading materials to reading students. Publishers have also become sensitive to this issue during the past few years and are starting to make collections available online. Further exploration of accessible, leveled reading materials is necessary.

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?

This course is evidently meeting student needs. We are fortunate to have an extensive collection of ESL reading materials at many levels and on many topics. For students to read broadly, there must be a vast supply of high-interest reading materials, and we can offer that through the library. The support for the vocabulary-learning objective is extensive and offers a variety of ways for the students to practice their new vocabulary. All the pieces are in place for students to experience continued success in achieving their reading goals.

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 Fall 2022 In-Service.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	ESL faculty have decided to move	The EPER test measures a student's	2022

	<p>away from using the EPER Standardized Reading Test as the assessment tool for student success. The new outcome will be based on achievement levels. For this course, the following language is proposed: Achieve intermediate ESL reading level (CEFR B1+).</p>	<p>individual progress, but that progress is not specifically pegged to the level of the class. A student who begins at a low level and gains only one reading level during the semester may not be adequately prepared for the next highest reading class, despite having made progress. It is important to ensure that a student has achieved the necessary reading level to succeed in the next class in the curriculum.</p>	
<p>Assessment Tool</p>	<p>The course will use a test based on a reading passage pegged at the exit reading level of the class to test students' reading ability. This will replace the EPER standardized test as the measure of success.</p>	<p>The EPER test, while useful for placement at the start of the semester and achievement testing at the end of the semester, has limitations. Its format makes it unavailable for use in an online format. The topics are dated, and the language is British English, not American English, which poses some lexical and syntactic disconnection from the language we teach in our program.</p>	<p>2022</p>



		<p>Additionally, it is cumbersome to administer.</p> <p>Students who receive a passing grade on a test using material at the intermediate ESL (CEFR B1+) level should be well prepared to move to the next level of reading class.</p>	
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5. Is there anything that you would like to mention that was not already captured?

6.
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### III. Attached Files

[Outcome 1 Data](#)

[Outcome 2 Data](#)

**Faculty/Preparer:** Elizabeth Foss **Date:** 07/27/2022

**Department Chair:** Carrie Krantz **Date:** 07/28/2022

**Dean:** Scott Britten **Date:** 08/01/2022

**Assessment Committee Chair:** Shawn Deron **Date:** 12/23/2022

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
English as Second Language	134	ESL 134 01/09/2019-Intermediate ESL Reading
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  
submitted and approved 9/18/2014 under the previous course numbers of ENG 033 and 034

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

For Outcome #1, the increase of one reading level, the standard of success was not met: 63% of the students achieved the standard of success. For Outcome #2, mastery of vocabulary, the standard of success was met: 95% of the students got 70% or higher on the final vocabulary test.

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

There were no specific action plans or intended changes from the previous report. Student performance correlated with student behavior (study habits/attendance), so the key factor to improve the course was motivating students and giving enthusiastic support of extensive reading.

**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: Edinburg Project On Extensive Reading (EPER) Tests will be administered at the beginning and end of the course and the results compared. Improvement by at least one level is expected.
- Assessment Date: Winter 2017
- Course section(s)/other population: all
- Number students to be assessed: all
- How the assessment will be scored: answer key
- 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)
2018		

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

# of students enrolled	# of students assessed
24	23

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.

From the 24 students enrolled, one student stopped attending before the middle of the semester. 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.

The EPER reading test was given on the first day of the semester and the final week of the semester. The test has a standardized method for scoring. The placement test is scored for the student's initial reading level. The exit test is scored for the final reading level.

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 out of twenty-three (87%) of students achieved an increase of at least one level on the EPER standardized reading test. 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 in this ESL 134 course accomplished their improved reading levels through the rigorous extensive reading project imbedded in this course. Students had to read 1,000 pages of their own choice from the graded ESL readers in the WCC library. Included in these 1,000 pages was also an action-packed work of historical fiction that we read as a class. Every student participated in this project, and as a result, they improved their reading speed, comprehension, and enjoyment.

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 curriculum of this course is effective in leading students toward the achievement of this outcome. Two of the students who did not show improvement based on the assessment tool likely did not show one level of improvement because they were slow test-takers. Improving reading speed is an important objective of this course, so we should be sure and remind students that they should read as fast as possible. Students who read faster actually read better.

#### Outcome 2: Demonstrate 70% mastery of the 2000 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: Winter 2017
  - Course section(s)/other population: all
  - Number students to be assessed: all
  - How the assessment will be scored: answer key

- Standard of success to be used for this assessment: 70% of students will demonstrate mastery of 70% 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
24	23

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.

From the 24 students enrolled, one student stopped attending before the middle of the semester. 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.

After the class studied the 2000 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  
 Twenty-three out of twenty-three (100%) of students achieved a score of 70% or higher on the final vocabulary test on 2000 words of the New General Service Word List. 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 did well in their identification of meanings and synonyms for the 2000 words tested. This group of students showed weekly diligence and retention. Their weekly vocabulary practice quizzes helped them retain these words for this final exam.

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 should continue to use multiple means to practice words, including written practice, effective web sites, and in-class activities. We should continue to demonstrate tools to students that they can continue to use to increase their vocabulary even after the course is complete.

### **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 primary improvement needed from the previous assessment was a slight improvement in student motivation and consistent encouragement of extensive reading. The trend in the group that was assessed this time was high achievement. Many activities were used to make sure the enthusiasm for extensive reading spread among the entire group: book discussions, oral book reports, instructor feedback, and an extremely engaging novel that was read together.

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 is clear that this course is meeting the needs of the students. The collection of ESL readers in our WCC library allows for a tremendous amount of choice for the extensive reading project, for which students need to read 1,000 pages during the semester. Choice is a key factor in motivating readers. In addition, an engaging and level-appropriate novel was a key factor in improving reading speed and fluency. Vocabulary mastery was consistently supported by learning 2,000 words in small groups for weekly quizzes. Students engaged with the words in a variety of activities and in their textbook and therefore remembered them for the final vocabulary exam.

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
Assessment Tool	The assessment tool for Outcome 2 is not in fact a test by Paul Nation. It is modeled after the Nation test.	The test in use, which is modeled after the Nation test, is custom-made for this course and still follows this standardized format.	2019

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

6.

### III. Attached Files

[134 Assessment Data](#)  
[Vocabulary Test 2000 words](#)

**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  
Washtenaw Community College

<b>Discipline</b>	<b>Course Number</b>	<b>Title</b>
English	034	ENG 034 06/05/2014-Intermediate ESL Reading II
<b>Division</b>	<b>Department</b>	<b>Faculty Preparer</b>
Humanities, Social and Behavioral Sciences	English/Writing	Heather Zettelmaier
<b>Date of Last Filed Assessment Report</b>		

**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: Edinburg Project On Extensive Reading (EPER) Tests will be administered at the beginning and end of the course and the results compared. Improvement by at least one level is expected.
  - Assessment Date: Winter 2012
  - Course section(s)/other population: all
  - Number students to be assessed: all students who complete the course
  - 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)
2013		

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

# of students enrolled	# of students assessed
11	19

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 entered ENG 034 in August, 2013. They and sixteen other students who entered ENG 033 but finished the semester at 034 were assessed, for a total of nineteen students.

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.

The EPER reading test was given on the first day of the semester and the last day 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 nineteen students (63%) achieved an increase of at least one letter grade 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.

For the most part, students who attended regularly and completed the coursework consistently achieved an increase in their EPER reading level. Six students jumped two levels and six others increased by one.

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 fell short of the goal of 70% of students increasing their reading level by at least one level. Despite some excellent results, three students' results indicated a lower reading level at the end of the semester. In one case, this correlated with a borderline passing final exam score, but in the other two cases, the final exam scores were strong.

Outcome 2: Demonstrate mastery of the 2000 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:** Winter 2012
- **Course section(s)/other population:** all
- **Number students to be assessed:** all students who complete the course
- **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)
2013		

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

# of students enrolled	# of students assessed
11	19

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 entered ENG 034 in August, 2013. They and sixteen other students who entered ENG 033 but finished the semester at 034 were assessed, for a total of nineteen students.

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.

The EPER reading test was given on the first day of the semester and the last day 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: Yes**

Eighteen out of nineteen students (95%) achieved a score of at least 70% on the Nation vocabulary test.

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

Overall, vocabulary enrichment is a clear area of achievement based on the standards of success.

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

No weaknesses for this outcome were identified in this assessment. This course will continue to offer vocabulary activities to support strong vocabulary enrichment.

## 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 course had clear expectations for students and coursework required that helped students achieve higher levels of reading. It was clear from the success rate in Outcome #1 that some of that scaffolding set up to raise student success was not effective. However, based on analysis of the results, it appears that most of the students who did not meet the standard for improvement in reading also did not complete coursework consistently. As a result, the problem does not appear to be with the course, but instead with students' study and attendance habits.

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 August 2014 in-service.

- 3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

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

Vocabulary Exam  
034 assessment data

**Faculty/Preparer:** Heather Zettelmaier **Date:** 06/08/2014  
**Department Chair:** Carrie Krantz **Date:** 07/17/2014  
**Dean:** Dena Blair **Date:** 07/28/2014  
**Assessment Committee Chair:** Michelle Garey **Date:** 09/18/2014



**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: ENG034  
 Course Title: Intermediate ESL Reading II  
 Division/Department Codes: 11300
  
2. Semester assessment was conducted (check one):  
 Fall 20\_\_  
 Winter 2009  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify):
  
4. Have these tools been used before?  
 Yes  
 No

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

5. Indicate the number of students assessed/total number of students enrolled in the course.  
 33/33
  
6. Describe how students were selected for the assessment.  
 All students enrolled in the course were assessed.

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 This course has not been assessed. However, we made a change since the master syllabus was written in 2005. More emphasis has been placed on the first 2000 words rather than the first 3000 based on what I learned during my sabbatical Winter 2007.
  
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
  1. Students will improve their level of reading comprehension by at least one level.
  2. Students will demonstrate 70% mastery of the 3000 word list.
  
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.*  
 Of the 33 students who completed ENG 034, 29 improved their reading comprehension level by at least one level while four did not. This meets the goal.  
 Of the 33 students who completed ENG 034, 29 (88%) had at least 70% on the vocabulary test. This meets the 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.*

**COURSE ASSESSMENT REPORT**

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.*

The standard of success stated "Students should score at least 70% on the items being assessed".

For outcome #1 32 students (97%) passed the final vocabulary test on the first 2000 words.

For outcome #2 29 students (88%) improved their reading comprehension by at least one level.. This meets the goal.

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

Strengths: The results on the vocabulary demonstrate that all but one of the students significantly improved in the targeted vocabulary.

The results on the reading comprehension test demonstrate that 88% of the students significantly improved their comprehension of written English.

Weaknesses: None.

**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.

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.  1<sup>st</sup> 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?

**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.

**COURSE ASSESSMENT REPORT**

These tools were effective and correlated well with other measures of success in the course (i.e. midterm and final exams).

- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
- 3. Which outcomes from the master syllabus have been addressed in this report?

All X Selected \_\_\_\_\_

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

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

Submitted by: Margo Czinski

Print: Margo W. Czinski  
Faculty/Preparer

Signature *Margo W. Czinski*

Date: 6/30/09

Print: Carrie Krantz  
Department Chair

Signature *Carrie Krantz*

Date: 6/30/09

Print: Bill Abernethy  
Dean/Administrator

Signature *Bill Abernethy*

Date: JUL 07 2009

*logged 7/8/09 jg*



Course Assessment Report  
Washtenaw Community College

Discipline	Course Number	Title
English	033	ENG 033 06/03/2014-Intermediate ESL Reading 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: Improve reading comprehension by at least one half level from pre- to post-test.

- Assessment Plan
  - Assessment Tool: Edinburg Project On Extensive Reading (EPER) Tests will be administered at the beginning and end of the course and the results compared. Improvement by at least one half level is expected.
  - Assessment Date: Winter 2012
  - Course section(s)/other population: all
  - Number students to be assessed: all students who complete the course
  - 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)
2013		

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

# of students enrolled	# of students assessed
11	19

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.

The 19 students assessed include all students who entered ENG 033 in August, 2013. Except for three students, all of them exited as ENG 034 students in December, 2013.

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.

The EPER reading test was given on the first day of the semester and the last day 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: Yes**

Of the nineteen students who began in ENG 033 in August 2013, fourteen (74%) achieved at least a one half-step increase in their EPER standardized test score. This exceeds the 60% standard of success defined in the master syllabus.

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

The results indicate that students performed well in the area of reading comprehension. 74% demonstrated an improvement of one half level or better. Several students improved far more than a half level -- one or even two full 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.

Students will continue to be encouraged to read high-interest materials outside class to facilitate increased reading achievement.

Outcome 2: Demonstrate mastery of the 2000 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: Winter 2012
- Course section(s)/other population: all
- Number students to be assessed: all students who complete the course
- 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)
2013		

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

# of students enrolled	# of students assessed
11	19

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.

The 19 students assessed include all students who entered ENG 033 in August, 2013. Except for three students, all of them exited as ENG 034 students in December, 2013.

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.

After the class studied the 2000 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.

- 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**

Of the nineteen students who began in ENG 033 in August 2013, seventeen (89%) achieved at least 60% on the final vocabulary test on the 2,000-word list. This exceeds the 60% standard of success.

- 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 (89%) shows that vocabulary enrichment was a strong skill for this group.

- 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 course will continue to offer vocabulary activities to support strong vocabulary enrichment.

## II. Course Summary and Action Plans Based on Assessment Results

- 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?

The high success rates of students in this course indicate that the course is meeting the needs of the students. In recent years, ESL instructors have developed and shared many innovative materials to teach vocabulary. Clearly, this is reflected in the high success rate for Outcome #2, vocabulary enrichment.

- 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 2014 in-service.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
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No changes intended.

4. Is there anything that you would like to mention that was not already captured?
- 
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### III. Attached Files

Vocabulary Exam

ENG 033 assessment data

**Faculty/Preparer:** Heather Zettelmaier **Date:** 06/08/2014

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

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

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



**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: ENG033  
 Course Title: Intermediate ESL Reading I  
 Division/Department Codes: 11300
  
2. Semester assessment was conducted (check one):  
 Fall 20\_\_  
 Winter 2009  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify):
  
4. Have these tools been used before?  
 Yes  
 No

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

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

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 The course was not previously assessed. However, more emphasis was placed on the first 2000 words rather than the first 3000 based on what I learned during my sabbatical Winter 2007.
  
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
  1. Students will improve their level of reading comprehension by at least one half level.
  2. Students will demonstrate 60% mastery of the 3000 word list.
  
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.**
  1. Of the six students who completed ENG 033, four (67%) improved by at least ½ level while two (33%) did not.
  2. All six (100%) of the students who completed ENG 033 scored at least 60% on the vocabulary test. This meets the 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.**

The standard of success was identified as: Students should score at least 60% on the items being assessed.  
 Outcome #1: Of the six students who completed ENG 033, four (67%) improved by at least ½ level while two (33%) did not. This meets the standard of success.

8/7/09

**COURSE ASSESSMENT REPORT**

Outcome #2: All six (100%) of the students who completed ENG 033 had at least 60% on the vocabulary test.  
This meets the goal.

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

Strengths: The results on the vocabulary demonstrate that all of the students significantly improved in the targeted vocabulary.

Weaknesses: None

**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.

None

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.  1<sup>st</sup> 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?

**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.

These tools were effective and correlated well with other measures of success in the course (i.e. midterm and final exams).

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

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

All  X  Selected

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

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



**COURSE ASSESSMENT REPORT**

Submitted by: Margo Czinski

Print: Margo W. Czinski  
Faculty/Preparer

Signature *Margo W. Czinski*

Date: 6/30/09

Print: Carrie Krantz  
Department Chair

Signature *[Signature]*

Date: 6/30/09

Print: Bill Abernethy  
Dean/Administrator

Signature *[Signature]*

Date: 07 2009

*logged 7/8/09 jg*  
Approved by the Assessment Committee 11/08