

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English as Second Language	161	ESL 161 08/07/2023-Advanced ESL Grammar
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		

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 previously assessed in Fall 2019.

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

In the previous assessment, the standard of success was met for all five outcomes. For continuous improvement, it was noted that instructors should continue to focus on using advanced grammar forms in writing. It was effective to use short essay questions as part of the assessment tools for several outcomes.

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

The report explains that some adjustment should be made to the assessment tools in order to get a greater amount of data for Outcome 4 and in order to simplify the assessment of Outcome 5. The Intended Change for Course Materials was not put into practice. The course still lacks a standardized supplement for compare/contrast practice.

II. Assessment Results per Student Learning Outcome

Outcome 1: Create correct sentences by recognizing or producing verbs that combine various aspects, moods, modalities and voices.

- Assessment Plan

- Assessment Tool: departmental final exam: verb fill-in and short essay questions
- Assessment Date: Fall 2022
- 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 students will demonstrate mastery at the 70% level 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)
	2023	

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

# of students enrolled	# of students assessed
22	20

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

One student stopped attending, and another student withdrew. The other 20 students in the course 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 one section of ESL 161 offered. All students were assessed.

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

To assess this outcome, a total of 34 points from the final exam were used. 11 points were from verb fill-in items. Nine points were from short answer tasks that targeted passive forms. Eight items were from short answer tasks that targeted modal verbs. Six points were taken from tasks asking the students to complete sentences with correct verb forms and their own ideas.

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

60% of the students (12/20) scored 70% or higher for this outcome. The standard of success was not met. In this section of the final exam, answers in any English verb tense were possible, in active or passive forms. Gerunds and infinitives in their active, passive, or reduced forms were also possible. Having a combination of task types on the exam was effective for this assessment. There were a variety of tasks, and some students excelled on one kind of task but failed in others. On this exam, for the first time in my history at WCC, modal verbs were assessed using short answer questions instead of fill-in-the-blank tasks. This was more effective and accessible for students than in past assessment cycles.

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

For this outcome, the strongest skills were seen when students were asked to write short answers to show their knowledge of verb tenses. This is encouraging, as a major goal of ESL 161 is to improve writing skills in preparation for coursework beyond ESL.

The standard of success was not met for the subcategory of modal verbs; however, since the last assessment cycle of ESL 161, scores were somewhat better. This is thanks to the method of testing modals with short essay tasks.

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.

Verb forms continue to be a major focus of this course, and since these are often the most challenging area of English grammar for ESL students, this group showed some confusion and lack of competence, particularly in the verb fill-in tasks. Verb tenses and forms are more of an emphasis in the first half of the semester. Since this exam is comprehensive, it is important for the instructor to plan a review with mixed verb exercises well in advance of the final exam. Students should not feel that verb fill-in exercises are "guess work" or that every blank should be filled in with the most complicated form possible. The practice of multiple types of tasks (short essay, complete the sentence, fill-in, multiple choice) should continue to be used to assess this outcome.

For this group of students, the instructor did point to extensive practice and study opportunities to prepare for the final exam. However, these students needed to

spend more class time to review, as it appears many did not utilize the study resources offered to them.

Outcome 2: Recognize and correctly produce noun, adjective and adverb clauses (both full and reduced) and phrases.

- Assessment Plan
 - Assessment Tool: departmental final exam
 - Assessment Date: Fall 2022
 - 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 students will demonstrate mastery at the 70% level 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)
	2023	

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

# of students enrolled	# of students assessed
22	20

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

One student stopped attending, and another student withdrew. The other 20 students in the course 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 one section of ESL 161 offered. All students were assessed.

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

A total of 32 points from the final exam were used to assess this outcome. Six points were from sentence combining tasks. Five items targeted the reduction of clauses. Nine points were from advanced adjective clause tasks. Eight points were from reported speech items. Four points were from a short-answer task that targeted the use of noun clauses to explain reasons.

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

50% of the students (10/20) scored 70% or higher for this outcome. The standard of success was not met. The average score was 69%. Students scored higher on adverb clauses, tested in sentence combining tasks and short essay tasks, than in the other areas. The lowest scores were in the area of reducing clauses.

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

Students demonstrated that they had a comfort level with adverb clauses that we had been practicing since the beginning of the semester, materials that had already been tested on the midterm.

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.

Subcategories of reduced clauses, adjective clauses, and reported speech were areas of weakness. These tasks require focused exam preparation. In previous assessments, students excelled in this area.

It was my observation that many students in this group did not use the resources given to them to prepare for this exam. It would not have taken much time or effort to master the areas of weakness using the review materials, time given during class for review, and their own focused study time.

In future semesters, exam study practices and strategies should be taught well in advance of finals week. Time management, assigned homework, and graded practice exam questions would also help to improve competence for this outcome.

Outcome 3: Recognize and correctly produce sentences with a delayed subject and sentences with question word order that are emphatic or conditional.

- Assessment Plan
 - Assessment Tool: departmental final exam
 - Assessment Date: Fall 2022
 - 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 students will demonstrate mastery at the 70% level 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)
	2023	

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

# of students enrolled	# of students assessed
22	20

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

One student stopped attending, and another student withdrew. The other 20 students in the course 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 one section of ESL 161 offered. All students were assessed.

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

Eight points from the final exam were used to assess this outcome. Four points were multiple choice. Two points were sentence combining. Two points were reduced clauses.

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

Met Standard of Success: No

65% of the students (13/20) got 70% or higher for this outcome. The average score out of eight items was 70%. Thus, the standard of success was not met, but students had average competence in the area of delayed subject word order and question word order for emphasis.

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

The subcategory that showed strength was "dummy It" subject with a delayed infinitive subject. (For example, "Buying a house is complicated," can be changed to "It is complicated to buy a house.")

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' area of weakness overall on the final exam was multiple choice. That is why a variety of questions should be used to show mastery. However, since this area of the course targets marked forms, multiple choice should continue to be used because recognition of marked forms is the main expectation for ESL 161 students.

As with Outcomes 1 and 2, extra review materials of reduced clauses tasks were given, and students could have prepared for that section without much time or effort. For the most part, this group appeared to have neglected this area of study.

Instructors should teach exam preparation strategies deliberately and in an engaging way to motivate students as they enter the final weeks of the semester.

Outcome 4: Recognize and correctly produce sentences of comparison at the advanced level.

- Assessment Plan
 - Assessment Tool: departmental midterm and final exam
 - Assessment Date: Fall 2022
 - 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 students will demonstrate mastery at the 70% level 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)
	2023	

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

# of students enrolled	# of students assessed
22	20

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

One student stopped attending, and another student withdrew. The other 20 students in the course 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 one section of ESL 161 offered. All students were assessed.

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

This outcome was assessed using eight points from the midterm exam and five points from the final exam, for a total of 13 points. The items from the midterm exam were sentences based on a chart with data used to compare and contrast. The items from the final exam were from a short essay question, two sentences in length.

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
 80% of the students (16/20) got 70% or higher on the items used to assess this outcome. The standard of success was met. The topic of compare/contrast was

emphasized more in the first half of the semester, so it was effective to add items from the midterm exam.

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

Students scored higher on the midterm exam tasks than the final exam, as they had studied this topic more recently and had less pressure to perform on the comprehensive 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.

This outcome should continue to be assessed with sentence writing and short essay questions. Another opportunity to practice the skill of comparison writing is journal topics. All ESL 161 instructors require weekly journal writing, and there should be several topics that target these forms so that students can practice writing essays typical of college level courses.

Outcome 5: Correctly use gerunds and infinitives at the advanced level.

- Assessment Plan
 - Assessment Tool: weekly gerund and infinitive quizzes
 - Assessment Date: Fall 2022
 - 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 students will demonstrate mastery at the 70% level 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)
	2023	

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

# of students enrolled	# of students assessed
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22

20

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

One student stopped attending, and another student withdrew. The other 20 students in the course 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 one section of ESL 161 offered. All students were assessed.

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

Weekly quizzes on gerund and infinitive objects were used as the assessment tool. 10 quizzes were given throughout the semester. Each quiz had 15 points. For each student assessed, the average of these 10 quizzes was used.

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

80% of the students (16/20) had an average of 70% or higher. The standard of success was met for this outcome.

The curriculum of this course includes more than what is tested on these quizzes. For example, in ESL 161, students also learn how to make gerund and infinitive subjects, and they make past, passive, and past and passive gerund and infinitives. They also learn about special verbs like verbs of perception.

Still, the amount of data produced by 10 weekly quizzes gives a very good indication of how well students can use gerunds and infinitives in their most common occurrences.

The average of weekly quiz scores was an effective tool for this outcome.

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

Students showed solid competence for this outcome if they had developed regular weekly study skills for these quizzes.

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.

Quizzing verbs that take gerund and infinitive objects each week continues to be an effective way to build competence for this skill. These verb combinations help students become advanced, independent English writers. Enforcing skills with these forms provides students with some nuances of the language that will be useful in future classes, beyond ESL.

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.

Adding midterm exam questions to assess Outcome 4 was effective. Compare/contrast writing is taught and tested more extensively in the first half of the semester. The data added to a more valid assessment and better results.

Faculty should still pool their compare/contrast supplements so that we can ensure a standardized body of instructional material for Outcome 4.

The assessment of Outcome 5 was simpler because only weekly gerund/infinitive quizzes were used. There was also sufficient data and greater success.

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?

The outcomes of this course provide excellent tools for students to develop into college level speakers, listeners, readers, and especially writers. Excellent textbooks, exercises, and activities are used to teach the content of this course.

As the instructor of this course, I am not surprised that the standard of success was not achieved for Outcomes 1, 2, and 3 during this cycle. This group was the first cohort to exit the COVID-19 pandemic and take in-person courses. For many of them, their skills were not solid entering the course, and some had pushed themselves through their ESL sequence of courses too quickly. Fluency and exposure to advanced grammar is a time-consuming process. This group had many disadvantages entering the course, but in some cases, they were also responsible for another bold and unwise choice: the use of AI, grammar correction, and translation software while writing. Many students in this group refused to write on

their own. They handed in flawless writing done outside of class, only to find that they could not produce advanced grammar forms on their tests and exams.

Several weeks into the course, we started discussing the use of AI, grammar correction, and translation software. Students were asked to articulate their motivation for studying grammar and writing, and they were advised against using these tools, for their own benefit. Still, many of them stubbornly refused to write independently for their regular homework. The result was a lack of success.

Although 11 out of 20 students failed the final exam in Winter 2023, only 6 out of 20 failed the entire course. This is because students were still doing more effective work before the midterm exam, and the midterm exam score could be averaged with the final exam. As the end of Winter 23 approached, exhaustion and student burnout from the entire school year set in and had a real effect on final exam performance for some students.

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

This information will be shared during Fall 2023 in-service.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
1st Day Handout	Instructors should clarify their policy of the use of AI, grammar correction, and translation software on their first day handout. The instructors can use their own language and approach. It is recommended to make this policy a point of discussion, interaction, and engagement, with student input, from the beginning of the semester.	The use of AI, grammar correction, and translation software inhibits student growth and acquisition of skills in this course. Students are to write independently in order to get the most effective feedback and finetune their skills in preparation for in-person exams. We believe that the study of grammar as an acquired language skill is still important in	2023

		today's quickly-changing college environment. Technological aids are crutches that should be removed while completing coursework in ESL 161.	
Course Assignments	Exam preparation, study skills, and final exam review materials	The final exam in ESL 161 is comprehensive and lengthy. Students would benefit from intentional teaching of study strategies. Topics from early in the semester should be reviewed using practice exam materials well in advance of the final exam. Students should be held accountable for their final exam preparation.	2023
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	This course should have standardized supplemental material to review and practice compare/contrast grammar structures. These are introduced in intermediate grammar class but need reinforcement and more advanced structures in ESL 161.	Advanced ESL textbooks offer the most complicated and sophisticated compare/contrast structures used in academic writing. However, these concepts should be practiced together with the previously-taught compare/contrast structures such as comparative adjectives, adverbs, and nouns.	2023

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

6.

III. Attached Files

[Final Exam](#)

[Midterm Exam](#)

[All Outcome Result Chart](#)

[Outcome 1 Breakdown](#)

[Outcome 2 Breakdown](#)

[Outcome 3 Breakdown](#)

[Outcomes 3 and 4 data](#)

Faculty/Preparer:	Heather Zettelmaier	Date: 08/25/2023
Department Chair:	Carrie Krantz	Date: 09/06/2023
Dean:	Victor Vega	Date: 09/11/2023
Assessment Committee Chair:	Jessica Hale	Date: 02/14/2024

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English as Second Language	161	ESL 161 02/10/2020-Advanced ESL Grammar
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?

<p>Yes</p> <p>This course was assessed as ENG 061, its previous course number. The assessment was completed in Fall 2015.</p>

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

<p>The success rate of Outcome 1 was quite low, 33%. The report mentions adding some exam items to more fully assess the students' use of high level verb forms. In turn, the current report will add items from the essay portion of exams when assessing verb use (Outcome 1).</p>
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

<p>The intended changes included a revision of the objectives on the master syllabus. This revision was completed and approved by Winter 2016. The revised objectives have been implemented and have effectively improved the course. In particular, the addition of objectives on articles, agreement, and noun usage have been a welcome addition to students. These topics are very challenging and significantly affect the comprehensibility and fluency of ESL students' academic writing.</p>
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II. Assessment Results per Student Learning Outcome

Outcome 1: Create correct sentences by recognizing or producing verbs which combine various aspects, moods, modalities and voices.

- Assessment Plan

- Assessment Tool: departmental final exam
- Assessment Date: Fall 2017
- 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 students will demonstrate mastery at the 70% level 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)
2019		

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

# of students enrolled	# of students assessed
29	26

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 stopped attending. They didn't take the final exam.

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 who took the final exam were assessed in both sections of ESL 161.

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

This course was taught by two different instructors, but both tested this area using the same type of exam questions. Students were given two to three short texts (dialogs and essays); they were asked to fill in appropriate verb tenses. For 10 points assessed for this outcome, verbs on the short essay questions were used. Students' use of verbs produced in their own sentences were assessed for appropriate choice of tense and correctness of form (2 points each).

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

Met Standard of Success: <u>Yes</u>
21 of 26 students (81%) achieved the standard of success for this outcome. Most of the points calculated for this outcome were taken from the verb fill-in texts. These were advanced verb forms and were difficult for students. However, the addition of 10 points of verbs from the short essay questions and students' self-initiated use of verb tenses showed that, when needed, students generally possessed the knowledge of verb tenses and forms that they needed to communicate intended meaning.

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

In general, the use of appropriate and correctly formed verb tenses in their own writing was the students' greatest strength. Because advanced level verb forms and tenses are taught in this course for that purpose, this is also a very important aspect of verb use, as opposed to verb fill-in exercises.
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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.

Advanced-level verb forms are an extremely important part of this course, and they are also an area with which many 161 students struggle. We should continue to teach and test these verb forms in a variety of ways so that students see them in a variety of contexts. The textbooks that we use do a great job of this; in addition, instructors have encouraged students to look for advanced verb forms in context on their own, outside of class materials. All of this has been helping students to improve mastery of the essential verb forms.
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Outcome 2: Recognize and correctly produce noun, adjective and adverb clauses (both full and reduced) and phrases.

- Assessment Plan
 - Assessment Tool: departmental final exam
 - Assessment Date: Fall 2017
 - Course section(s)/other population: all
 - Number students to be assessed: all

- How the assessment will be scored: 70% of students will demonstrate mastery at the 70% level or higher.
- Standard of success to be used for this assessment: departmentally-developed rubric
- 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)
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	26

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 stopped attending. They didn't take the final exam.

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 who took the final exam were assessed in both sections of ESL 161.

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

From the departmental exams given in these two sections, several types of items were used to assess this outcome. Question types included combining sentences, reducing clauses, and converting quoted speech to reported speech. Most items were worth two points each.

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
 22 of 26 students (85%) achieved the standard of success for this outcome. It is worthy of note that the reported speech sections of this outcome showed improvement from the last time this course was assessed.

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

The areas covered by this outcome differ greatly in their objectives and difficulty. Students excelled in a variety of areas. In the course, different types of clauses are introduced, recognized, explained, and then practiced. Students who practiced clause construction and mastered the concepts of each type did well on this outcome. In particular, students who demonstrated mastery of reduced clauses had picked up a skill not previously taught in other grammar courses. Reduction of clauses is one major focus of ESL 161.

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.

Instructors should continue to give ample time to all of these clause types: noun, adjective, adverb, and their reduction. This material is best spread out over the entire semester rather than tackled in short, intensive spurts. The multiple means used to test this outcome are effective. We can be sure that students have mastered the clause construction when we see them in different types of exam questions.

Outcome 3: Recognize and correctly produce sentences with a delayed subject (noun clause or infinitive) and with question word order in emphatic or conditional sentences.

- Assessment Plan
 - Assessment Tool: departmental final exam
 - Assessment Date: Fall 2017
 - 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 students will demonstrate mastery at the 70% level 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)
2019		

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

# of students enrolled	# of students assessed
29	26

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 stopped attending. They didn't take the final exam.

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 who took the final exam were assessed in both sections of ESL 161.

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

A variety of question types were used from the departmental exam to assess this outcome. Questions that targeted this grammar outcome included multiple choice, sentence combining, and completing sentences with creative ideas. Section 1 had 8 points assessed; Section 2 had 9 points assessed.

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
21 of 26 students (81%) achieved the standard of success for this outcome.

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

In general, students were able to produce sentences with this unusual, delayed subject pattern. The most solid of these skills was the production of sentences with a post-positioned subject noun clause. They also did well with the dummy "It" subject + delayed infinitive subject. For example, "Making new friends is exciting," can be transformed to, "It is exciting to make new friends."

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 general, the marked forms of sentences with question word order to show emphasis are the most challenging for students. (For example, "Had I known you were upset, I would have been more sensitive with my remarks.") These types of sentences are most often seen in academic/high level texts or used in formal speaking. Students showed that they were able to recognize and produce these sentences for test-taking purposes. However, they will probably not produce them with confidence on their own in future academic courses. Since part of the goal of ESL 161 is recognition and comprehension of these structures, this is still an acceptable outcome.

Outcome 4: Recognize and correctly produce sentences of comparison at the advanced level.

- Assessment Plan
 - Assessment Tool: departmental final exam
 - Assessment Date: Fall 2017
 - 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 students will demonstrate mastery at the 70% level 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)
2019		

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

# of students enrolled	# of students assessed
29	26

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 stopped attending. They didn't take the final exam.

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 who took the final exam were assessed in both sections of ESL 161.

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

On the exam, students were given a chart with statistics. They were to produce grammatically correct sentences that discussed differences and similarities using the facts that they were given. Other items used were short essay questions. A total of 13 points were used for both Section 1 and Section 2.

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

20 of 26 students (77%) achieved the standard of success for this outcome. The tool was very effective in determining whether students could actually produce these very useful grammar forms. Students will be able to apply this tool across disciplines in their future studies.

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

Students successfully produced sentences with a variety of structures for comparison and contrast. The test items were successful in having students take a chart of data and convert it into correctly-formed, full sentences. This type of sentence will be extremely useful in college courses across disciplines.

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 structures in the advanced grammar textbooks were practiced and acquired by most students. (For example, they correctly used expressions such as "whereas," "not only... but also," and "in contrast.") However, the advanced textbooks don't contain a review of the intermediate structures, in particular, comparative adjectives, nouns, and adverbs. We need a standardized supplement with sophisticated vocabulary and comparative concepts. These would target numerical quantities as well as nouns. For example, "The number of teens using e-cigarettes is greater than the number of those smoking regular cigarettes."

Outcome 5: Correctly use gerunds and infinitives at the advanced level.

- Assessment Plan
 - Assessment Tool: departmental final exam
 - Assessment Date: Fall 2017
 - 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 students will demonstrate mastery at the 70% level 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)
2019		

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

# of students enrolled	# of students assessed
29	26

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 stopped attending. They didn't complete the quizzes used for assessing this outcome.

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

All students were assessed in both sections of ESL 161.

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

The assessment tool changed from the originally intended departmental final exam. Since gerunds and infinitives are used across many sections of final exams

from two instructors, it seemed more consistent to use the score averages from the 10 weekly gerund/infinitive quizzes. There were 100 verb + object combinations tested on these weekly quizzes.

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

25 of 26 students (96%) achieved the standard of success for this outcome. The nature of the tool used meant that students could demonstrate mastery of the outcome in small chunks, over the course of the semester. Many students had markedly improved scores from the beginning of the semester, as they learned to retain the verb forms each week.

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

Students were very successful in showing mastery in this area on their weekly verb quizzes. This advanced concept was spread out through the entire semester, so students were able to practice and memorize in small chunks rather than just for the exams.

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 examine advanced academic texts for such less-frequent structures as past and passive gerunds and infinitives. Instructors should continue to sprinkle gerund and infinitive concepts throughout their exams, review them, and quiz them weekly.

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 changes implemented were very successful. The revision of course objectives has allowed instructors to focus on only the most essential advanced grammar concepts. The addition of noun agreement and article use is effectively improving students' use of these in their writing and on the exams.

- 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?

Using some verbs from the essay questions to assess Outcome 1 made a surprising difference during the assessment process. A major goal of the course is to help students improve their writing, so it seems appropriate to weight essay questions heavily when assessing Outcome 1. Another pleasant surprise was that the two instructors of this course placed fairly equal weight on the 5 course outcomes when it came to exams. The methods of testing were similar. The two instructors did not consult each other or share exam materials, but the curriculum is so specific and conducive to such an exam format that students in both sections had similar retention and performance on the exams.

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

This information will be shared during Fall 2020 in-service.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Outcome 4 should be assessed with not only the final but also the midterm exam.	This outcome is taught during the first half of the semester. Far more data can be collected on the midterm, thus giving the results more reliability and significance.	2023
Assessment Tool	For Outcome 5, only the weekly gerund/infinitive quiz averages should be used.	The methods of testing gerunds and infinitives on the final exam are varied and scattered throughout the exam. More reliable and consistent data can be collected by using the	2023

		gerund/infinitive quiz score averages.	
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Supplemental materials are needed to review intermediate compare/contrast grammar structures such as comparative adjectives, adverbs, and nouns.	Even though it is an intermediate concept, the structures can become complicated, especially when vocabulary and concepts to express become advanced. Textbooks used in ESL 161 generally don't contain a review of intermediate comparative grammar structures.	2020

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

6.

III. Attached Files

[Data by Outcome](#)

Faculty/Preparer: Heather Zettelmaier **Date:** 02/17/2020
Department Chair: Carrie Krantz **Date:** 02/18/2020
Dean: Scott Britten **Date:** 02/19/2020
Assessment Committee Chair: Shawn Deron **Date:** 03/10/2020

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	061	ENG 061 07/09/2015-Advanced ESL Grammar II
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: Create correct sentences by recognizing or producing verbs which combine various aspects, moods, modalities and voices.

- Assessment Plan
 - Assessment Tool: departmental final exam
 - 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 students will demonstrate mastery at the 70% level or higher.
 - Who will score and analyze the data: Full-time faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2015	

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

# of students enrolled	# of students assessed
11	15

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.

There were 15 students who finished this Advanced ESL Grammar course as ENG 061 students. All 15 students were used for the 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 from the only section of ENG 061 were included in the assessment.

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

From the final exam, 17 questions that targeted this outcome were analyzed. The 17 questions were all from the verb fill-in section. Students were given three different texts: 2 dialogs and 1 essay. The verbs were left blank for the students to complete with the appropriate aspect, mood, modality, and voice.

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

5 out of 15 students (33.33%) achieved the standard of success for this outcome. 10 students scored below 70%. It is worthy of note that only 1 of 15 students scored below 50%.

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

This area was very weak; however, it is worthy of note that in the previous assessment (Fall 2011 semester), only 10% of the students achieved the standard of success. In this assessment, 33% of students achieved the standard of success.

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

The marked, or rarely used, verb forms are the most challenging part of this outcome. For example, students had difficulty making passive forms, unreal conditionals, and perfect modals. Marked forms are best learned by immersion in

academic level reading and listening. Thus, more high level reading and listening exercises are recommended.

Students should continue to practice formal essay writing for this class to practice these high level grammatical forms. Some students are, in fact, using verb forms correctly in their writing. Therefore, for the next assessment of this course, the verbs in the short essay questions (generally worth 15-20 points) should also be calculated in order to assess this outcome.

Outcome 2: Recognize and correctly produce noun, adjective and adverb clauses (both full and reduced) and phrases.

- Assessment Plan
 - Assessment Tool: departmental final exam
 - 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 students will demonstrate mastery at the 70% level or higher.
 - Who will score and analyze the data: Full-time faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2015	

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

# of students enrolled	# of students assessed
11	15

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.

There were 15 students who finished this Advanced ESL Grammar course as ENG 061 students. All 15 students were used for the 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 from the only section of ENG 061 were included in the assessment.

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

From the final exam, 19 questions that targeted this outcome were analyzed. The format of the questions varied: some combining short sentences to form long sentences, some reducing clauses, some converting quoted speech to reported speech. The answers were scored as correct or incorrect.

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

11 of 15 students (73.33%) achieved the standard of success (70%) for this outcome.

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

Most students performed well in all areas of this outcome: noun, adjective, and adverb clauses were all areas of strength.

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 weakest area in this outcome was reported speech. This is likely due to the fact that reported speech is usually the last objective to be covered in the course and therefore gets the least attention and practice. Effort should be made to introduce reported speech earlier in the semester, to show students its usefulness and importance, and to practice it regularly (for example, in writing short summaries).

Outcome 3: Recognize and correctly produce sentences with a delayed subject (noun clause or infinitive) and with question word order in emphatic or conditional sentences.

- Assessment Plan

- Assessment Tool: departmental final exam
- 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 students will demonstrate mastery at the 70% level or higher.
- Who will score and analyze the data: Full-time faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2015	

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

# of students enrolled	# of students assessed
11	15

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.

There were 15 students who finished this Advanced ESL Grammar course as ENG 061 students. All 15 students were used for the 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 from the only section of ENG 061 were included in the assessment.

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

From the final exam, 8 questions that targeted this outcome were analyzed. The format of the questions varied: some multiple choice, some sentence combining, some completing the sentence with creative ideas. The answers were scored as correct or incorrect.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
13 of 15 students (86.67%) achieved the standard of success (70%) for this outcome.

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

Students performed well in the areas of delayed subject and emphatic word order.
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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 no areas of weakness for this outcome; however, the number of points that were analyzed was minimal (8 points). The assessment might have a more accurate picture if more questions were devoted to this outcome.
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Outcome 4: Recognize and correctly produce sentences of comparison at the advanced level.

- Assessment Plan
 - Assessment Tool: departmental final exam
 - 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 students will demonstrate mastery at 70% level or higher.
 - Who will score and analyze the data: Full-time faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2015	

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

# of students enrolled	# of students assessed
11	15

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.

There were 15 students who finished this Advanced ESL Grammar course as ENG 061 students. All 15 students were used for the 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 from the only section of ENG 061 were included in the assessment.

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

From the midterm and final exam, 13 questions that targeted this outcome were analyzed. The format of the questions varied: some sentence combining, some writing about data from a chart, some short essay questions. The answers were scored as correct or incorrect.

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

15 of 15 students (100%) achieved the standard of success (70%) for this outcome.

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

The students in this course demonstrated great strength in producing sentences of comparison.

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 no areas of weakness for this outcome. In truth, this class worked very diligently to practice this type of writing. They came into the class knowing that they needed improvement and showed determination to master this skill.

Outcome 5: Correctly use gerunds and infinitives at the advanced level.

- Assessment Plan

- Assessment Tool: departmental final exam
- 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 students will demonstrate mastery at 70% level or higher.
- Who will score and analyze the data: Full-time faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2015	

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

# of students enrolled	# of students assessed
11	15

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.

There were 15 students who finished this Advanced ESL Grammar course as ENG 061 students. All 15 students were used for the 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 from the only section of ENG 061 were included in the assessment.

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

The verb section on the final exam that targeted the use of gerunds and infinitives was used for this part of the assessment. Students' weekly gerund and infinitive verb quiz averages were also used as part of the data. These weekly quizzes are part of the final grade for ENG 061.

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

Met Standard of Success: <u>Yes</u>
15 of 15 students (100%) achieved the standard of success (70%) for this outcome.

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

The students in this course demonstrated great strength in correctly using gerunds and infinitives at the advanced level.

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 teaching method for gerunds and infinitives in this course is very effective. Rather than condense all of the variations of gerund and infinitive use in one short, intense burst, this outcome is spread throughout the entire semester. This method should continue to be practiced; it greatly aids the solid knowledge of this advanced grammar topic.
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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 is a rigorous study of grammar for students who need to raise their level of English for degree studies and professional purposes. In most ways, the course meets the needs of students, particularly for reading, writing, and listening at the college level. Because of the large number of objectives that need to be covered, the pace of the class is very fast. Some of the top students in this class complained about the speed at which the objectives were covered, particularly for Outcome 1. My intention is to reexamine the objectives for this course and reaffirm that each is absolutely necessary for the future success of the students in college. As has been done in the other two ESL grammar courses, ENG 024 and ENG 030/032, outcomes or objectives that include article use and agreement should be added to ENG 061 (as of Fall 2015, ESL 161).

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 Fall 2015 in-service.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	For Outcome 5, as was included for this assessment, the averages from the weekly Gerund/Infinitive Quizzes should be calculated. Also, for Outcome 1, verbs from the Short Essay questions should be included in the assessment.	Both of these changes will give the assessor more data with which to determine whether or not students are meeting the standard of success. In particular, analyzing verbs from the Short Essay questions on the final exam will show whether students are really ready to write at the college level in future courses.	2015
Objectives	The objectives of this course are stated in a way that does not match the ESL part-time faculty handbook; thus, they do not necessarily reflect what is taught in this course. The objectives of this course need revision. In addition, space/time in this course needs to be allotted to include the important area of	In 2014, ENG 024 and ENG 030/032 were revised successfully to make clear objectives that matched what is taught in those courses. Noun and article use was added to each of those courses. This process will also improve ENG 060/061 greatly. Since their creation, these grammar courses	2015

	nouns, agreement, and article usage.	have heavily emphasized the teaching of verb tenses and modality. The addition of objectives including noun and article usage will provide necessary balance for this course.	
Course Assignments	Instructors of this course will be encouraged to use as much context in the form of advanced readings and listening pieces to teach the forms targeted.	Context will increase the students' understanding of the rarely used forms of grammar and motivate students to master them.	2015

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

5.

III. Attached Files

[ENG 061 Assessment Data](#)

Faculty/Preparer: Heather Zettelmaier **Date:** 07/14/2015
Department Chair: Carrie Krantz **Date:** 07/15/2015
Dean: Kristin Good **Date:** 07/15/2015
Assessment Committee Chair: Michelle Garey **Date:** 08/24/2015

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG 061
 Course Title: Advanced ESL Grammar II
 Division/Department Codes: HSBS/E-W

2. Semester assessment was conducted (check one):
 Fall 2011
 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 and the total number of students enrolled in the course.
 10 (Note that ENG 060 and ENG 061 meet together; 10 of the students were given a grade for ENG 061 at the end of the semester.)

6. If all students were not assessed, describe how students were selected for the assessment.
 All students who took the final exam were assessed.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 Based on the previous assessment, the students were to have more practice with included questions and reduced adverb clauses.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
 1. Students will create correct sentences by recognizing or producing verbs which combine various aspects, moods, modalities and voices.
 2. Students will recognize and correctly produce noun, adjective and adverb clauses (both full and reduced) and phrases.
 3. Students will recognize and correctly produce sentences with a delayed subject (noun clause or infinitive) and with question word order in emphatic or conditional sentences.
 4. Students will recognize and correctly produce sentences of comparison at the advanced level.
 5. Students will correctly use gerunds and infinitives at the advanced level.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus.
 Outcome #1: 70% of students will demonstrate mastery at the 70% level or higher.
 Outcome #2: 70% of students will demonstrate mastery at the 70% level or higher.
 Outcome #3: 70% of students will demonstrate mastery at the 70% level or higher.
 Outcome #4: 70% of students will demonstrate mastery at the 70% level or higher.
 Outcome #5: 70% of students will demonstrate mastery at the 70% level or higher.

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COURSE ASSESSMENT REPORT

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

Outcome #1: 10% of students achieved 70% or higher. This is 60% below the desired outcome. The standard of success was **not met**.

Outcome #2: 50% of the students achieved 70% or higher. This is 20% below the desired outcome. The standard of success was **not met**.

Outcome #3: 60% of the students achieved 70% or higher. This is 10% below the desired outcome. The standard of success was **not met**.

Outcome #4: 90% of the students achieved 70% or higher. This exceeds the standard of success by 20%. The standard of success was **met**.

Outcome #5: 100% of the students achieved 70% or higher. This exceeds the standard of success by 30%. The standard of success was **met**.

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

Strengths: The students performed well in comparisons. They did very well producing gerunds and infinitives at the advanced level.

Weaknesses: The students did not perform well in the verb tense/modality section. They also did not perform well in the "noun, adjective, and adverb clause" area. Upon closer examination, the difficulty was mostly with adjective clauses and their reduction. In addition, these students did not achieve the standard for the inverted word order objective; however, they came fairly close (60%).

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.

Weakness 1: verb tenses and modalities. Our objective in this course is for students to become writers who can use verb tenses correctly. We should give writing tasks that are similar to (but not identical to) what the students might expect to see on the exam. When the students have written on these topics, we should examine these verbs together. We should produce verb tense exercises using the students' own verb tense errors. We should also collect mixed verb tense exercises from students several weeks before the exam. Using their errors as target areas, we should review verb tenses and their use thoroughly before the final exam.

Weakness 2: noun, adjective, and adverb clauses; reduced clauses. Most of these errors happened when students were asked to produce extremely long sentences with adjective clauses. Students should be given more reading that includes these structures so that they can verify the importance of this grammar topic and gain better instincts when it comes to producing them.

Weakness 3: inverted word order in noun and conditional clauses. The standard of success for this objective was met with the group of students who ended the semester in ENG 060. If the two groups are combined, 80% of all students in this class achieved 70% or higher. Therefore, the small sample size shows lack of success, but this is not an area of concern due to the data from a full-group study.

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:

COURSE ASSESSMENT REPORT

d. 1st Day Handouts
Change/rationale:

e. Course assignments
Change/rationale: We will ask instructors to look at particular areas of verb tenses specifically and customize the review sessions according to the class needs. Use mixed verb exercises and student writing to do this. In addition, more college level reading with the purpose of studying grammar should be added.

f. Course materials (check all that apply)
 Textbook
 Handouts. Distribute mixed verb tense exercises and target problem areas. If the textbook does not provide academic reading with advanced grammar, give students specific examples of how to integrate adjective clauses in college material.
 Other:

g. Instructional methods
Change/rationale:

h. Individual lessons & activities
Change/rationale: We will ask instructors to build time for verb tense review into the late weeks of the semester. The students' particular weaknesses should be addressed. Student-based exercises from writing should be used.

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

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
Overall, the tools were effective.

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

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

All X Selected _____

If "All", provide the report date for the next full review: _____ 2014 _____.

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

Submitted by:

Print: Heather Zeffelmaier
Faculty/Preparer

Signature: [Signature]

Date: 5/1/13

Print: Cecilia Krantz
Department Chair

Signature: [Signature]

Date: 4/18/13

Print: Bill Abernethy
Dean/Administrator

Signature: [Signature]

Date: 05.07.13

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG061
 Course Title: Advanced ESL Grammar II
 Division/Department Codes: HSS/E-W

2. Semester assessment was conducted (check one):
 Fall 2008
 Winter 20__
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify):

4. Have these tools been used before?
 Yes
 No

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

5. Indicate the number of students assessed/total number of students enrolled in the course.
 13 (Note that ENG060 and ENG61 meet together; 13 of the students were given a grade for ENG061 at the end of the semester.)
6. Describe how students were selected for the assessment.
 All students taking the class.

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. Student will create correct sentences by recognizing or producing verbs which combine various aspects, moods, modalities and voices.
 2. Students will understand and correctly produce noun, adjective and adverb clauses (both full and reduced) and phrases.
 3. Students will understand and correctly produce sentences with a delayed subject (noun clause or infinitive) and with questions word order in emphatic or conditional sentences.
 4. Students will correctly use gerunds and infinitives at the advanced level.
 5. Students will understand and correctly produce sentences of comparison at the advanced level.
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.
 Students demonstrated the expected level of achievement for 4 out of 5 outcomes.
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.
 Outcome #1: 77% of students achieved a minimum of 20 out of 29 pts.
 Outcome #2: 62% of students achieved a minimum of 12.5 out of 18 pts.

COURSE ASSESSMENT REPORT

- Outcome #3: 100% of students achieved a minimum of 5.5 out of 8 pts.
- Outcome #4: 85% of students achieved a minimum of 3 out of 5 pts.
- Outcome #5: 77% of students achieved a minimum of 5.5 out of 8 pts.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
 - Strengths: Students did well on all of the outcomes except #2. Closer examination of the data reveals that students did well with adverb clauses and ok with adjective clauses.

Weaknesses: Noun clauses and especially reduced adverb clauses were the problems. The text being used this semester treats reduced adverb clauses in a cursory manner. Obviously, we need to supplement this topic when we use the text in the future. Likewise, we will need to drill word order of included questions to ensure that students master this topic.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.
 - The problems identified above need to be addressed by giving the topics more intensive class exercises.
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: Students will need to have more practice with included questions and reduced adverb clauses.
3. What is the timeline for implementing these actions?
 - These will be implemented for fall 09 as that is the next term that we use this textbook.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
 - The test seems to be reasonably effective in measuring student achievement.

