

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	030	ENG 030 03/30/2014-Intermediate ESL Grammar I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Heather Zettelmaier
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Students will recognize and use a variety of verb forms which demonstrate appropriate tense, mood, aspect, and voice in grammatical sentences.

- Assessment Plan
 - Assessment Tool: All outcomes are assessed using a departmental final exam and rubric.
 - Assessment Date: Fall 2011
 - 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: 65% of students should score at least 60% on items being assessed.
 - 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)
2013		

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

# of students enrolled	# of students assessed
17	12

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 students who were not assessed did not take the final exam. These would be students who did not attend or withdrew before the last week of class.

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 were two sections of this class in Fall 2013. The students included in the assessment were from both sections.

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

This outcome is about verb forms. For the assessment, verb forms were divided into three categories: tense/aspect (1a), mood (1b), and voice (1c). Rather than group them all into one number, the categories were separated in the tally sheet. This is more informative for the purpose of assessment; it shows which areas of verb formation were the strongest/weakest.

Verb form categories 1a and 1b were taken from questions on the final exam. Verb form category 1c was taken from the midterm exam.

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

Met Standard of Success: No

The first area was verb tense and aspect. This included a verb fill-in and modal verb exercise. 16.67% of the students achieved 60% mastery. The standard was not met.

The second area was mood. This included a section on conditional verbs. 75% of the students achieved 60% mastery. The standard was met.

The third area was voice. This included a section on passive verbs. 54.55% of the students achieved 60%. The standard was not met.

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

The greatest strength in student achievement for this outcome was for item #1b, which was the conditional mood. 75% of students met the standard of success for this outcome.

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.

Items #1a (verb tense and aspect) and #1c (passive voice) needed improvement. These are generally some of the hardest areas of grammar for students at this level. Verb tenses need to be practiced throughout the semester particularly in student writing so that students internalize the tenses. Passive voice is an advanced grammar concept that is more thoroughly taught in ENG 060 (Advanced ESL Grammar). On this part of the exam, students should be asked only to recognize passive structures rather than produce them.

Outcome 2: Students will generate grammatical sentences at the low intermediate level using a range of subordinate clauses.

- **Assessment Plan**
 - Assessment Tool: All outcomes are assessed using a departmental final exam and rubric.
 - Assessment Date: Fall 2011
 - 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: 65% of students will achieve 60% or higher on items assessed.
 - 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)
2013		

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

# of students enrolled	# of students assessed
17	12

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 students who were not assessed did not take the final exam. These would be students who did not attend or withdrew before the last week of class.

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 were two sections of this class in Fall 2013. The students included in the assessment were from both sections.

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

This outcome is about the formation of subordinate clauses. For the assessment, clauses were divided into three categories: adverb clauses (2a), noun clauses (2b), and adjective clauses (2c). Rather than group them all into one number, the categories were separated in the tally sheet. This is more informative for the purpose of assessment; it shows which areas of clause formation were the strongest/weakest.

Clause category 2a was taken from the midterm exam. Clause categories 2b, and 2c were all taken from questions on the final exam.

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

Met Standard of Success: No

The first area was adverb clauses. 63.64% of the students achieved 60% mastery. The standard was almost met.

The second area was noun clauses. 25% of the students achieved 60% mastery. The standard was not met.

The third area was adjective clauses. 25% of the students achieved 60%. The standard was not met.

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

The strength in this area was in item #2a, adverb clauses. 63.64% of students achieved the standard of success in this area.

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.

Only 25% of students met the standard of success for items #2b (noun clauses) and #2c (adjective clauses). These are both advanced grammar concepts that are more thoroughly taught in ENG 060 (Advanced ESL Grammar). However, noun clauses should be introduced at this level and used in real life contexts such as polite requests. Adjective clauses should be tested only at the basic level in this course.

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?

The assessment shows that these 030 students were extremely weak in the areas of verb tense and aspect, noun clauses, and adjective clauses. Because the 030 students in this course with a dual course code (ENG 030/032) are the students who will need to repeat the course, it is common to have a low success rate in these challenging areas of English grammar. However, such extremely low rates of success (16.67%, 25%, and 25%, respectively) are surprising.

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

Departmental Faculty will learn about this information and the action plan during the English part-time faculty orientation at the end of August. We have a separate meeting with the ESL instructors at that time.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
1st Day Handout	Traditionally, homework has not been calculated as part of a student's grade in this course. Grades are solely based on quiz scores and exams. From my own teaching experience and other instructors' testimonies,	ESL students who struggle with grammar need to make a regular habit of studying and practicing grammar. When homework is a requirement for passing a class, motivation increases to complete homework	2014

	<p>however, it is clear that the students who complete their homework assignments, particularly the writing assignments for this course, are much more likely to succeed and improve their use of English grammar. Therefore, as of Fall 2014, instructors should be encouraged to add at least a minimal amount of homework as required for passing 030.</p>	<p>assignments. These assignments naturally prepare students for exams as well as help them to become better writers. Homework helps students internalize grammar and make better use of opportunities to ask questions and hone their skills in class. NOTE: this action plan leaves the amount of homework and nature of the assignments up to the discretion of the instructor.</p>	
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4. Is there anything that you would like to mention that was not already captured?

To clarify the method of assessment: questions were selected from both the midterm and the final exams that targeted the outcomes. The number of points tallied under each subcategory are noted in the "assessment data" chart.

III. Attached Files

030 Assessment Data

030 Midterm

030 Final

Faculty/Preparer:	Heather Zettelmaier	Date: 05/30/2014
Department Chair:	Carrie Krantz	Date: 07/17/2014
Dean:	Dena Blair	Date: 07/28/2014
Assessment Committee Chair:	Michelle Garey	Date: 10/16/2014

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG 030
 Course Title: Intermediate ESL Grammar I
 Division/Department Codes: HSS

2. Semester assessment was conducted (check one):
 Fall 2009__
 Winter 20__
 Spring/Summer 20__

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

4. Have these tools been used before?
 Yes
 No

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

5. Indicate the number of students assessed/total number of students enrolled in the course.
 A total of 39 students were assessed out of 42 enrolled.

6. Describe how students were selected for the assessment.
 All students in Sections 1 and 2 who completed the final exam during regular exam time were included in the study.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 The verb forms received more stress.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
 1. Students will recognize and use a variety of verb forms, which demonstrate appropriate tense, mood, aspect and voice in grammatical sentences.
 2. Students will generate grammatical sentences at the low intermediate (030) and high intermediate (032) level using a range of subordinate clauses.

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.***
 Students were more successful with clauses (76% of students demonstrated the desired level of mastery) than they were with verbs (65% demonstrated mastery at the desired level).

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.***
 Students who earned 70% of the points on that topic are considered to have achieved success for that outcome.

Out of a total of 34 students who were enrolled at the beginning of the semester, 12 did not achieve Outcome #1, i.e. 65% met the Outcome.

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Out of a total of 34 student who were enrolled at the beginning of the semester, six did not achieve Outcome #2, i.e., 82% met Outcome #2.

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

Strengths: More than half of the students (59%) enrolled at the beginning of the term successfully completed the exit level (Eng 032) in one term.

Weaknesses: The nine students who did not pass were consistently bad with verbs; none of them achieved the desired level of mastery. Many of these students have been speaking English with no regard to grammar for 6 to 15 years. It will be very hard for them to break their bad habits.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

We need to encourage counseling to be more sensitive to the students' academic background. Students who have not studied English formally should be placed in ENG 024 despite intermediate test scores. Their command of the verb system is so compromised that they cannot learn at the intermediate level at this time.

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:

OTHER: I will speak with the International Students Services office about attempting to identify these fossilized learners before they register for classes.

3. What is the timeline for implementing these actions? I will talk with her as soon as the new semester settles in.

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 assessment tools seemed to be very effective at identifying students' strengths and weaknesses.

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- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
- 3. Which outcomes from the master syllabus have been addressed in this report?
All X Selected _____
If "All", provide the report date for the next full review: Fall 2012
If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Print: Sue Glowski Signature  Date: 2/8/10
Faculty/Preparer

Print: Carrie Krantz Signature  Date: 2/9/10
Department Chair

Print: Bill Abernethy Signature  Date: FEB 15 2010
Dean/Administrator

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG 030
 Course Title: Intermediate ESL Grammar **I**
 Division/Department Codes: HSS

2. Semester assessment was conducted (check one):
 Fall 2006__
 Winter 20__
 Spring/Summer 20__

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

4. Have these tools been used before?
 Yes
 No

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

5. Indicate the number of students assessed/total number of students enrolled in the course.
 59

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.
 None

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 Outcome #1 Use a variety of verb forms which demonstrate appropriate tense, modality, mood, aspect, and voice in grammatical sentences.
 Outcome #2 Produce sentences using a variety of intermediate level sentence patterns correctly.
 Outcome #3 Generate grammatical sentences at the intermediate level using a range of subordinate clauses.
 Outcome #4 Utilize appropriate adjective and adverb phrases to produce grammatical sentences at the intermediate 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. *Please attach a summary of the data collected.*
 Outcome #1 In overall appropriate use of verbs, 28 of 59 (47%) students performed at 70% accuracy or better.
 Outcome #2 Forty-seven of 59 (80%) students were successful in correct use of sentences patterns.
 Outcome #3 Overall 35 of 59 (59%) students could generate grammatical sentences using a range of subordinate clauses.
 Outcome #4 Forty-five of 59 (76%) students were able to identify appropriate adjective and adverb phrases; however, only 28 of 59 (47%) could both identify and generate such phrases with 70% accuracy.

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.*
5. Outcome #1 In overall appropriate use of verbs, 28 of 59 (47%) students performed at 70% accuracy or better.
6. Outcome #2 Forty-seven of 59 (80%) students were successful in correct use of sentences patterns.
7. Outcome #3 Overall 35 of 59 (59%) students could generate grammatical sentences using a range of subordinate clauses.
8. Outcome #4 Forty-five of 59 (76%) students were able to identify appropriate adjective and adverb phrases; however, only 28 of 59 (47%) could both identify and generate such phrases with 70% accuracy.
9. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: The majority of students were able to use sentence patterns appropriately and to identify appropriate adjective and adverb phrases.

Weaknesses: Detailed analysis of the data shows that students continue to struggle with producing verb tense in context and adjective and adverb phrases.

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.
Consistent with what is known about foreign language acquisition, the students are first able to recognize appropriate forms and only later produce them. We will continue to encourage students to use the forms they are studying orally and in writing outside of class.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a. Outcomes/Assessments on the Master Syllabus

Change/rationale: The assessment was cumbersome and time consuming. Since the major topics in the course are verbs and subordinate clauses, we will focus the next assessment on those.

- b. Objectives/Evaluation on the Master Syllabus

Change/rationale:

- c. Course pre-requisites on the Master Syllabus

Change/rationale:

- d. 1st Day Handouts

Change/rationale:

- e. Course assignments

Change/rationale:

- f. Course materials (check all that apply)

Textbook

Handouts

Other:

- g. Instructional methods

Change/rationale:

- h. Individual lessons & activities

Change/rationale:

3. What is the timeline for implementing these actions? The revisions to the master syllabus will be completed and submitted by the beginning of Fall 2008.

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IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
They were 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 _____ Selected _1-4. Outcome 5 was not assessable. _____
If "All", provide the report date for the next full review: _____
If "Selected", provide the report date for remaining outcomes: There was no useable data.

Submitted by:

Name: Susan K. Glowski and Margo W. Czinski *Susan Glowski* Date: May 27, 2008.
 Print/Signature *Margo W. Czinski*

Department Chair: Carrie Krantz-Fischer *[Signature]* Date: 5/28/08
 Print/Signature

Dean: Bill Abernethy *[Signature]* Date: JUN 05 2008
 Print/Signature

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