

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG 060
 Course Title: Advanced ESL Grammar I
 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.
 N/A

5. Indicate the number of students assessed and the total number of students enrolled in the course.
 ENG 060 and ENG 061 meet together. This means that an entering student enrolls in ENG 060. If they are successful in mastering the material at the 70% level or higher in one semester, the instructor submits a level change for the students and the students get credit for ENG 061. If the students are successful at the 60-69% level, students get credit for ENG 060 and should register for ENG 061 the following semester. Students who do not demonstrate success at the 60% level earn a grade of U and must re-enroll in ENG 060.

Out of a total of 20 students, 10 were enrolled in ENG 060 at the end of the semester. However, *all* of the students in the course were originally enrolled as ENG 060 students. Therefore, all 20 students' exams were used in this assessment.

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

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, numerous supplemental activities and handouts were used to teach reduced adverb clauses and the complex forms of gerunds and infinitives. The vocabulary used in the verb section on the exam was approximately at the level of a college student writer as opposed to the level of a college textbook or instructor.

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.

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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 60% level or higher.
 - Outcome #2: 70% of students will demonstrate mastery at the 60% level or higher.
 - Outcome #3: 70% of students will demonstrate mastery at the 60% level or higher.
 - Outcome #4: 70% of students will demonstrate mastery at the 60% level or higher.
 - Outcome #5: 70% of students will demonstrate mastery at the 60% level or higher.

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.
 - Outcome #1: 30% of students achieved 60% or higher. This is 40% below the desired outcome. The standard of success was **not met**.
 - Outcome #2: 60% of the students achieved 60% or higher. This is 10% below the desired outcome. The standard of success was **not met**.
 - Outcome #3: 80% of the students achieved 60% or higher. This is 10% above the standard of success. The standard of success was **met**.
 - Outcome #4: 85% of the students achieved 60% or higher. This exceeds the standard of success by 15%. The standard of success was **met**.
 - Outcome #5: 75% of the students achieved 60% or higher. This is 5% above the standard of success. 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: Students performed well on sentences with inverted word order (especially conditional clauses). They also did well recognizing and producing sentences of comparison.

 - Weaknesses: The students did poorly in the verb tense section. Also, they did not show mastery in the "noun, adjective, and adverb clause" area. Upon closer examination, the difficulty was mostly with adjective clauses and their reduction.

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. The problem of verb tense mastery was carried over from the previous assessment. Although the vocabulary was simpler than in the previous assessment tool, the students still performed at a low level. 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 tenses 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; their reduction. 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.

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:

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- c. Course pre-requisites on the Master Syllabus
Change/rationale:
- 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: <u>Heather Zetzelmaier</u> Faculty/Preparer	Signature: <u></u>	Date: <u>5/1/13</u>
Print: <u>Carrie Krantz</u> Department Chair	Signature: <u></u>	Date: <u>5/15/13</u>
Print: <u>Bill Abernethy</u> Dean/Administrator	Signature: <u></u>	Date: <u>05/07/13</u>

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 - Course Discipline Code and Number: ENG060
 - Course Title: Advanced ESL Grammar I
 - 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.

ENG060 and ENG061 meet together. This means that an entering student enrolls in ENG060. If they are successful in mastering the material at at least the 70% level in one semester, the instructor submits a level change for the students and the students get credit for ENG061. If students are successful at the 60-69%level, students get credit for ENG060 and should register for ENG061 the following semester. Students who do not demonstrate success at the 60% level earn a grade of U and must re-enroll in ENG060.

Out of a total of 21 students, eight were enrolled in ENG060 at the end of the semester. The exams of these students were used in this assessment.

6. Describe how students were selected for the assessment.

All students who took the final exam and received a grade for ENG060 were selected.

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.

Student achieved the desired level of success for outcomes 2 and 5. They were close on outcome 3 (63% of them achieved the target level of success), but only half of them were successful for outcomes 1 and 4.

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4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.
 Outcome #1: 50% of students achieved a minimum of 17.5 out of 29 pts.
 Outcome #2: 75% of students achieved a minimum of 10.8 out of 18 pts.
 Outcome #3: 63% of students achieved a minimum of 4.5 out of 8 pts.
 Outcome #4: 50% of students achieved a minimum of 3 out of 5 pts.
 Outcome #5: 75% of students achieved a minimum of 4.5 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 performed well on comparisons, clauses (especially noun clauses), and delayed subjects.

The semester the data was collected, more than half of the students (13/21) were successful at the 70% level, an unusually high number. (Successful students were transferred into ENG061 and are included in that data.) As a result, the pool of students who were evaluated at the ENG060 level included a higher percentage of the very weakest students. Thus, the apparent overall low success rate in ENG060 in fact reflects the greater success of the class as a whole.

Weaknesses: When the data is analyzed in detail, the lack of mastery of adverb clauses becomes more evident. This reflects the lack of emphasis in the textbook on this topic. Clearly, we need to supplement more for this topic when this text is used. In addition, the second item evaluating verbs yielded disproportionately poor results. Upon examining this part of the test, it was noted that the vocabulary was particularly difficult. The efforts of weaker students can be derailed when faced with difficult vocabulary, even when they are not asked to manipulate it, so this test item should be replaced. The students also had trouble using gerunds and infinitives. We need to cover these topics more thoroughly.

Note: The very small number of students included and the small size of the points awarded for each item being assessed has resulted in unreliable statistics. I have tried to address the issues that I perceived to be important in the results.

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.

Most easily, we need to be sure we control the vocabulary on the final exam. The students need more practice manipulating adverb clauses so that they have better control of both full and reduced clauses. We need to provide more opportunities for students to practice using gerunds and infinitives, especially in their more complex forms.

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:

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e. Course assignments
Change/rationale: Students need more practice on some topics.

f. Course materials (check all that apply)
 Textbook
 Handouts We will ask instructors who use the Azar text to supplement the section on reduced adverb clauses as the text treats this in a somewhat cursory fashion.
 Other:

g. Instructional methods
Change/rationale:

h. Individual lessons & activities
Change/rationale: We will ask instructors who use the Azar text to supplement the section on reduced adverb clauses as the text treats this in a somewhat cursory fashion. In addition, instructors will be asked to spend more time on complex gerunds and infinitives and on adverb clauses.

3. What is the timeline for implementing these actions? This change can be implemented next fall when the Azar textbook will be used again.

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.

Over all, the tests were effective.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments. The second item used to test verbs will need to be replaced with one with simpler vocabulary.

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

All Selected

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

2011. _____

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

Submitted by:

Print: <u>Susan Glowski</u> Faculty/Preparer	Signature <u>Susan Glowski</u>	Date: <u>1/28/09</u>
Print: <u>Margo Czinski</u> Faculty/Preparer	Signature <u>Margo W. Czinski</u>	Date: <u>1/28/09</u>
Print: <u>Corrie Krantz</u> Department Chair	Signature <u>Corrie Krantz</u>	Date: <u>1/29/09</u>
Print: <u>Bill Abernethy</u> Dean/Administrator	Signature <u>Bill Abernethy</u>	Date: <u>FEB 02 2009</u>