

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English as Second Language	025	ESL 025 07/22/2021-High Beginning ESL Listening and Speaking
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		01/30/2018

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes
The course was assessed in Winter 2017.

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

For Outcome #1 and #2, students achieved the standard of success. Outcome #3 was removed from the course, as it was vague and superfluous. The assessment tool for Outcome #4 was changed, as the Compass test no longer exists. I used the midterm and final listening exams to assess the course.

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

The removal of Outcome #3 was completed in the summer of 2017. This was a very appropriate change and smoothed out the process of the current assessment. In the previous assessment report "Intended Changes," we stated that we should develop a standardized test bank for Outcome #4, the listening skill. This change was not completely implemented. As ESL instructors, we shared previously-used test items for this skill. In the current assessment report, we used a tool provided by the textbook company, essentially a standardized tool.

II. Assessment Results per Student Learning Outcome

Outcome 1: Produce the sounds of the English language in basic vocabulary words, and perform basic intonation patterns.

- Assessment Plan

- Assessment Tool: Recording of student reading a list of words and a list of sentences
- Assessment Date: Fall 2016
- Course section(s)/other population: All
- Number students to be assessed: All students
- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 70% of students will demonstrate mastery by scoring 70% or higher.
- Who will score and analyze the data: Departmental faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2021	

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

# of students enrolled	# of students assessed
14	14

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

All students were assessed.

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

One section is offered per semester. The one section was assessed.

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

Part 1 of Recorded Assignment 4 was assessed using a rubric.

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>No</u>
43% of the students (6/14) achieved 70% or better for this outcome.
5 points of the rubric assessed pronunciation of sounds. 5 points assessed performance of basic intonation patterns. The rubric had a total of 10 points.

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

The average score for pronunciation of sounds (3.14/5) was slightly higher than the average for performance of intonation patterns (2.97/5).

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, students had a low comfort level with their pronunciation work in this class. This is largely due to the fact that, as high beginning speakers of English, there was a lot of nervousness and hesitation when it came to standing out and being coached in the Zoom format. In fact, this class was taught in a hybrid format, with 5 students in person and 9 students on Zoom. Zoom students' voices were projected in the classroom, creating even more anxiety and hesitation to engage. In addition, while navigating this technology with high beginners, a lot of instructional time was lost, and the teaching of intonation patterns was a casualty of that. Those students who achieved the standard of success were either those attending in person, or those who entered the class with a higher level of English than was required. It would be in the best interest of pronunciation progress to have class conducted fully in person in the future.

Outcome 2: Produce and respond to learned expressions and questions appropriate for basic social situations such as short personal conversations with questions and answers; short interactions with English speakers as customers, students, and employees; asking for and offering help.

- Assessment Plan
 - Assessment Tool: Midterm and final exam (written)
 - Assessment Date: Fall 2016
 - Course section(s)/other population: All
 - Number students to be assessed: All students

- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 70% of students will demonstrate mastery by scoring 70% or higher.
- Who will score and analyze the data: Departmental faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2021	

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

# of students enrolled	# of students assessed
14	14

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

All students were assessed.

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

One section is offered per semester. The one section was assessed.

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

Sections of the Midterm and Final Conversation Exams were selected. Selection was based on the targeted areas of the outcome: "short personal conversations with questions and answers; short interactions with English speakers as customers, students, and employees; asking for and offering help."

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
 93% of the students (13/14) achieved 70% or higher. A total of 68 items was assessed on the Midterm and Final Conversation Exams.

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

Students were able to repeat learned expressions in conversations. Situations were realistic and practical, such as use of the telephone, food requests, and work. It is clear that students had exposure and understanding of appropriate expressions for these types of conversations.

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 high scores for these items reflect that students understood and repeated expressions. However, because of the online nature of the tests, these expressions were produced with open books and open notes. Unfortunately, even with this seeming success, I cannot be sure that students will actually know this language when they encounter these situations in real life. Memorization was not likely to have occurred. To guarantee that these students have these tools for living, it is necessary to have a secure, in-person test, not an open-note test in an online format.

Outcome 3: Listen and respond to questions with specific and global information.

- Assessment Plan
 - Assessment Tool: Departmentally-approved midterm and final listening exams
 - Assessment Date: Fall 2016
 - Course section(s)/other population: All
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will score at least 70% on listening comprehension questions targeting specific and global information.
 - 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)
	2021	

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

# of students enrolled	# of students assessed
14	14

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

All students were assessed.

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

One section is offered per semester. The one section was assessed.

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

The entire midterm and final listening exams were used to assess this outcome. The exams had a variety of questions, all multiple choice. Listening tasks included such everyday situations as shopping, eating at a restaurant, describing people, managing stress, and using public transportation. Main idea, detail, and inference questions were interspersed throughout the exams.

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
93% of the students (13/14) achieved 70% or higher. Each exam had 50 items, so a total of 100 points was used in the assessment.

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

Students demonstrated strong abilities to listen to familiar situations and recognize correct answers. There was a variety of useful vocabulary with which students had become familiar in order to improve this skill.

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

In ESL 025, we should continue to use tests provided by the textbook as much as possible. In this group, students really benefited from the consistency of question types. They made logical connections to what we had listened to in class and for practice. One thing to note is that, unlike in previous semesters, students were given the test with an overall time limit to accommodate any glitches with the Internet they might encounter. They were given 45 minutes for a test that might have taken just 30 minutes in an in-person, secure situation. Because of this generous time limit, students were able to listen four or more times to each listening task. In previous semesters, this was never permitted. Our previous policies were based on the truth that a person who asks "Please repeat" four or more times in real life would frustrate the speaker and be considered an incompetent listener. The pressure of a situation that more closely resembles real life could be achieved with in-person, secure listening exams.

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 Intended Changes from the previous report mostly involved modifications of language on the master syllabus. However, one change that improved the student learning experience was the use of standardized, textbook-based listening exams.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course met the students' needs for listening instruction. Although the exam proctoring situations were not ideal, students had regular practice in authentic listening situations and showed competence. The design of this course is set up for large amounts of exposure and guidance in pronunciation and conversation. Those students who were attending in person during this unusual hybrid semester achieved a comfort level and skill far above those who were attending the course on Zoom. This course was set up well to meet the needs of all students. However, the limitations of the Zoom format led to more improvement for some than for others.

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

This information will be shared with faculty during Fall 2021 Part-time English Faculty In-Service.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Format Recommendation	Because of the low language level of these students, teaching in a virtual or online format should be discontinued as soon as possible. Blackboard and listening web sites should continue to be heavily used even if instructional time is spent in person.	In the Zoom format, students are essentially isolated at home, without enough exposure to English. The need to project through a webcam causes anxiety in addition to the insecurity already present due to lack of language fluency. Students in a face-to-face classroom environment improve their ability to independently navigate the college environment as well as interact more with their classmates and instructor. In addition, the lack of computer literacy at this level costs valuable class time which should be spent on language instruction and acquisition.	2022

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

6.

III. Attached Files

[Outcome 1 Data](#)

[Outcome 2 Data](#)

[Outcome 3 Data](#)

Faculty/Preparer: Heather Zettelmaier **Date:** 07/30/2021
Department Chair: Carrie Krantz **Date:** 08/04/2021
Dean: Scott Britten **Date:** 08/10/2021
Assessment Committee Chair: Shawn Deron **Date:** 10/26/2021

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English as Second Language	025	ESL 025 06/24/2017-High Beginning ESL Listening and Speaking
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: Produce the sounds of the English language in basic vocabulary words, and perform basic intonation patterns.

- Assessment Plan
 - Assessment Tool: Tape of student reading a list of words and a list of sentences
 - Assessment Date: Fall 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all students
 - How the assessment will be scored: departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will demonstrate mastery by scoring 70% or higher.
 - Who will score and analyze the data: departmental faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

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

# of students enrolled	# of students assessed
17	17

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

All students 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.

One section is offered per semester. The one section was assessed.

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

Parts 1 and 2 of Speaking Assignment 4 were assessed using a rubric.

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

82% of the students achieved 70% or better for this outcome.

5 points of the rubric assessed pronunciation of sounds. 5 points assessed performance of basic intonation patterns. The rubric had a total of 10 points.

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

On the student recordings that were assessed, students were generally comprehensible. The students had mastered most sounds of English and had enough fluency to be easily understood. Consonant sounds were particularly well-pronounced. The recordings showed that the pronunciation of level-appropriate vocabulary had been mastered. Most students also had competence in question intonation.

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.

Each student assessed still had several imperfections in pronunciation that could be improved, some based on the speaker's native language. Areas to continue to work on include vowel sounds, linking words, using contractions, and word stress. Recorded assignments such as the one used for this assessment are the best way to

improve these areas. Instructors should continue to assign and respond to at least 4 recorded assignments per semester. Students in ESL 025 should obtain some self-monitoring skills using recordings as well.

Outcome 2: Produce and respond to learned expressions and questions appropriate for basic social situations such as short personal conversations with questions and answers; short interactions with English speakers as customers, students, and employees; asking for and offering help.

- Assessment Plan
 - Assessment Tool: Midterm and final exam
 - Assessment Date: Fall 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all students
 - How the assessment will be scored: departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will demonstrate mastery by scoring 70% or higher.
 - Who will score and analyze the data: departmental faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

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

# of students enrolled	# of students assessed
17	17

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

All students 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.

One section is offered per semester. The one section was assessed.

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

Sections of the Midterm and Final Conversation Exams were selected. Selection was based on the targeted areas of the outcome: "short personal conversations with questions and answers; short interactions with English speakers as customers, students, and employees; asking for and offering help."

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

88% of the students achieved 70% or higher. A total of 49 items were assessed on the Midterm and Final Conversation Exams. Thus, students with 35 of the 49 items correct achieved the standard of success.

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

The students showed attention to details such as grammar, idioms, and specialized vocabulary for situations such as giving directions, meeting people, applying for a job, and asking for help. The language that they learned is simple but polite, very appropriate for this level of English learning. To produce these answers, students had to memorize and practice useful conversations. These conversation skills are essential in everyday situations.

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 in ESL 025 should continue to practice short conversations for a variety of situations. Relevant grammar topics should be addressed. The ESL 025 Conversation Coursepack should continue to be used as the standard resource. Numerous conversation quizzes targeting vocabulary should be given frequently throughout the course. The best enforcement of this learning is oral practice; students can gain competence through informal role play presentations.

Outcome 3: Demonstrate comprehension of extended discourse on familiar everyday topics.

- Assessment Plan
 - Assessment Tool: ESL COMPASS Listening

- Assessment Date: Fall 2016
- Course section(s)/other population: all
- Number students to be assessed: all students
- How the assessment will be scored: scored by COMPASS
- Standard of success to be used for this assessment: 70% of students will score at least 67 on ESL COMPASS Listening.
- 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)
	2017	

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

# of students enrolled	# of students assessed
17	17

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.

This outcome was not 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.

This outcome was not 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 written in a vague way, and the instrument used to assess the outcome (ESL Compass Listening) no longer exists.

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 outcome "Demonstrate comprehension of extended discourse on familiar everyday topics" encompasses all of the listening comprehension questions on ESL 025 midterm and final exams. (All high beginning listening exams target familiar everyday topics.) These listening comprehension questions will be used to assess Outcome 4.

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

Outcome not assessed. See "Assessment Tool Data and Results by Outcome" for rationale.

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.

Outcome not assessed. See "Assessment Tool Data and Results by Outcome" for rationale.

Outcome 4: Listen and respond to questions with specific or global information.

- Assessment Plan
 - Assessment Tool: ESL COMPASS Listening
 - Assessment Date: Fall 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all students
 - How the assessment will be scored: scored by COMPASS
 - Standard of success to be used for this assessment: 70% of students will score at least 67 on ESL COMPASS Listening.
 - 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)
	2017	

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

# of students enrolled	# of students assessed
17	17

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

All students 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.

One section is offered per semester. The one section was assessed.

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

Because the ESL Compass Listening test no longer exists, the Midterm and Final Listening Comprehension exams were used for this outcome. Sections of these exams were selected based on their ability to show comprehension of main ideas and specific details.

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

53% of the students achieved 70% success. 11 main idea (global information) items were assessed; 31 specific information items were assessed.

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

Students were more successful at responding to main idea (global information) questions. Listening for main ideas is generally more important than listening for details, so this was a strength of the students assessed.

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 in ESL 025 should be introduced to many strategies to better understand specific details in listening pieces. They should be given frequent short quizzes throughout the semester that target both main ideas and details. Students in ESL 025 should make good listening habits outside of class: conversation practice, online ESL listening practice, and radio pieces.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Based on this assessment, students in ESL 025 are tackling the specific problems of pronunciation and conversation very well, with excellent instructional support. Listening is an area of weakness for these students - most of them are required to take ESL 025 based on a listening placement score. Listening needs to take priority in the class, in the form of multiple quizzes, systematic use of the textbook, and the teaching of strategies to improve listening. (At present, there is no placement test to assess speaking.)

The way that listening is assessed should also be considered while looking at the results of this assessment. Listening exam questions in this case were newly composed because the text in use didn't include an exam bank. Students at this level are often distracted by new question formats (matching/check all that apply/put the events in order/etc.). In this semester, the instructor had little choice but to put some of these new types of questions on exams. (The textbook did not use a standard format from chapter to chapter.) Some of the failure to meet the standard of success was due to this confusion, not because the students didn't understand the listening pieces.

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 faculty during Fall 2017 Part-time English Faculty In-Service.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	I intend to remove Outcome 3.	Outcome 3 is vague and is actually assessed in Outcome 4. The ESL Compass Listening test no longer exists.	2018
Assessment Tool	I intend to change the Assessment	The ESL Compass Listening test no	2018

	Tool for Outcome 4 to "Midterm and final exam."	longer exists. The assessment tool for Outcome 4 should be the midterm and final exam because the new placement instrument is more difficult to implement than in-class exams. (The new listening placement requires 60 minutes in the Testing Center.) Also, the in-class exams are as reliable and comprehensive as the placement test. Because we will be using these exams, we intend to develop a standard test bank for instructors in future semesters.	
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4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[Outcome 2 and 4 Data](#)

[Outcome 1 Data](#)

[Speaking Assignment](#)

Faculty/Preparer: Heather Zettelmaier **Date:** 11/21/2017
Department Chair: Carrie Krantz **Date:** 11/22/2017
Dean: Kristin Good **Date:** 11/27/2017
Assessment Committee Chair: Michelle Garey **Date:** 01/29/2018