

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