

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English as Second Language	132	ESL 132 05/17/2019-Intermediate ESL Grammar
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English & College Readiness	Elizabeth Foss
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 under its former course codes, ENG 030 and ENG 032. Students who completed coursework satisfactorily and passed the final exam were issued a passing grade for 032; students who completed the coursework satisfactorily but were unable to pass the final exam were issued a Satisfactory grade for ENG 030 but had to retake the class as ENG 032. Students who did not complete coursework satisfactorily were issued a U in ENG 030. Since the previous assessment, the courses have been combined under one label, ESL 132.

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

Unsurprisingly, because of the split course code, students who were assessed in ENG 030 had lower rates of success in all areas than students who were assessed in ENG 032. In ENG 032, the standard for success was met in several areas: Outcomes 1b (mood) and 1c (voice) and Outcomes 2a (adverb clauses) and 2c (adjective clauses) were successfully met in ENG 032, while the standard for Outcomes 1a (verb tense and aspect) and 2b (noun clauses) were not met.

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

The most significant recommendation from the previous report was in making homework part of the course grade. In the past, only quiz grades had been considered. The rationale behind this was that regular homework completion helps students to prepare for exams, increasing their likelihood of success. That

recommendation has been implemented; homework is now calculated along with quiz grades in determining the final grade for the course.

It was further suggested that multiple choice and cloze exercises may not tell the whole story of a student's comprehension of a topic. It was suggested that some short answer or essay questions be included in the course assessment. In the current assessment, short answer and essay questions have been included in the assessment where they are directly related to one of the assessed structures.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize and use a variety of verb forms that demonstrate appropriate tense, mood, aspect, and voice in grammatical sentences, with 70% mastery.

- Assessment Plan
 - Assessment Tool: departmental final exam
 - Assessment Date: Fall 2016
 - 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 achieve 70% 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)
2018		

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

# of students enrolled	# of students assessed
44	40

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 two sections with 22 students each in Fall 2018. In both sections, two students stopped attending before the end of the semester. The midterm and final

exams of students who completed the entire semester were used in this 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 in both sections of ESL 132 who completed the entire semester were assessed.

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

For Outcomes 1a (tense and aspect) and 1c (voice), both the midterm and final exams were used in the assessment. The subject matter of Outcome 1b (mood) was introduced after the midterm exam, so only the final exam is used to assess this outcome. Multiple choice, cloze exercises, and short answer questions were 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

Outcome 1a: Verb tense and aspect. Of the 40 students assessed, 30 (75%) achieved the standard of success.

Outcome 1b: Mood. Of the 40 students assessed, 24 (60%) achieved the standard of success.

Outcome 1c: Voice. Of the 40 students assessed, 19 (47.5%) 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.

Students showed strength in the area of tense and aspect, which is a difficult concept requiring consistent and significant practice. Students at all levels of grammar are challenged by this concept.

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 the other two sections of the outcome, mood and voice, students did not meet the standard of success. There are several possible reasons for this. First, mood is a smaller topic in contrast to tense and aspect (mood had 5 data points for assessment, compared to the 56 questions related to tense and aspect). It is a topic that is introduced in 132 but handled more extensively in 161. It may be more realistic to expect recognition rather than production at this stage of this topic. Additional questions would also provide a larger data set for analysis.

The low rate of success in the area of voice is somewhat surprising, but as with mood, it is a topic that is introduced in 132 and handled in more depth in 161. There was also an emphasis on production rather than recognition on the exam; that emphasis should be switched at this level, with more focus on production in the advanced level grammar class.

Outcome 2: Generate grammatical sentences at the intermediate level using a range of subordinate clauses and a variety of nouns appropriately, with 70% mastery.

- Assessment Plan
 - Assessment Tool: departmental final exam
 - Assessment Date: Fall 2016
 - 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 achieve 70% 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)
2018		

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

# of students enrolled	# of students assessed
44	40

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.

Two students in each section of ESL 132 left the course before its completion, resulting in the 40 remaining students being 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 were two sections of ESL 132 in Fall 2018. All students who completed the whole semester and took the midterm and final 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.

For Outcome 2a (Adverb Clauses), multiple choice and short-answer questions from the midterm and final exams were assessed.

For Outcome 2b (Adjective Clauses), one multiple choice question and five short answer questions on the final exam were assessed. The short answer questions were scored using an all-or-nothing point system, resulting in a lower success rate than would have been achieved using a partial credit system.

For Outcome 3 (Noun Clauses), one multiple choice question and two short answer questions from the final exam were included in the assessment. An all-or-nothing scoring system was used on the short answer questions.

For Outcome 4 (Nouns), multiple choice questions and fill-in-the-blank questions from the midterm and final exams were used in the assessment.

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

For Outcome 2a (Adverb Clauses), 70% of the students assessed met the standard of success on the 18 questions on the midterm and final.

Only six questions were used in the assessment of Outcome 2b (Adjective Clauses), which is insufficient to draw strong conclusions, particularly as it was assessed using an all-or-nothing method of scoring. Students demonstrated some

understanding of the production of adjective clauses, but many made mistakes in some part of the clause that resulted in a failing result.

Only three questions were used in the assessment of Outcome 2c (Noun Clauses). Additionally, all-or-nothing scoring was used, which skewed the results to a lower score than partial credit would have done. The number of data points is insufficient for drawing a strong conclusion.

For outcome 2d (Nouns), 34 (85%) of the 40 students 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.

Students demonstrated knowledge of adverb clauses (Outcome 2a), which encompass a variety of meanings and structures.

Students demonstrated a strong understanding of the use of a variety of nouns (Outcome 2d), as 85% of students met 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.

Students struggled with adjective clauses (Outcome 2b). First, the exam was skewed toward production rather than recognition; at this stage in the presentation of adjective clauses, it would be fair to include test questions that focus more on receptive knowledge while also testing some limited production. Furthermore, the all-or-nothing method of scoring skews this number significantly; many students were able to produce an adjective clause that met several criteria for being correct (correct relative pronoun, placement in the sentence, or word order) while making a mistake in another aspect of the adjective clause. Greater understanding of this topic was demonstrated on the exam than the data here reflect.

It is difficult to assess the noun clause outcome (2c) with accuracy as the limited number of test questions (3) did not provide a substantial data set. Two of the three questions tested production, while only one tested recognition. It is a topic

introduced late in the semester without much time for practice, and it is covered in great depth in ESL 161.

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 inclusion of homework in course grading likely influenced the rate of success in the largest topic assessed, verb tense and aspect. Regular and intensive practice is the only way to help students develop comfort with this topic. In the previous assessment, students did not meet the standard of success in this outcome; however, in this assessment, the standard of success was met.

The other comment from the previous report indicated that additional question types should be considered in assessing this course. This assessment includes evaluation of not only multiple choice and fill-in-the-blank exercises, but also short answer questions. While this may not have impacted student learning, it has generated questions about what we expect of our students at this stage of learning certain topics and how we should test to reveal whether students are secure in what they have learned. This will have an impact on future course objectives and test questions.

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 meets many of the needs of the students. It is intended to teach the large topics of English: verb tense and aspect, subordinate clauses of all varieties, and proper usage of nouns. It also serves as a gateway to the advanced grammar class, in which many of the topics that are introduced here are covered in much greater depth and breadth. However, there are also many smaller topics that are not covered on the course assessment but are covered in the class. The low rates of success in the adjective and noun clause categories merit some examination. We may want to look at limiting the scope of these topics in 132, as well as providing more opportunities for students to demonstrate understanding of a topic on receptive questions rather than requiring extensive production, though some production should be expected.

Changes in two of the sub-outcomes is also recommended (see Action Plans) to better reflect the content of the course.

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 ESL faculty at the Fall 2019 orientation meeting.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	<p>A change in the language of Outcome 1 is recommended. Instead of mood, modality should be tested.</p> <p>It is also recommended that the language relating to nouns be removed from the second outcome.</p>	<p>First, mood is a broad concept that can be applied to any sentence covered in a grammar class. The original intent seemed to be a focus on conditional mood. However, since the last course assessment, a shift in course objectives has taken place, resulting in less emphasis on the conditional mood in ESL 132 (several aspects of mood have been removed from 132 and shifted to ESL 161). However, it would be appropriate to focus on the students' understanding of modality--modal verbs. Modal verbs are a substantial and important part of ESL 132, and gauging the students' success in learning these would provide more meaningful information to instructors of the course.</p>	2019

		<p>The language about nouns should be removed from second outcome, so the remaining focus is on subordinate clauses only. First, the language of the outcome as it relates to nouns is vague. What constitutes "a variety of nouns?" Does it include noun-related topics, such as articles, determiners, pronouns, or possessives? Second, it does not relate to the other topics that are the primary focus of the outcome. It is not possible to assess subordinate clauses and nouns together as one broad topic.</p>	
<p>Assessment Tool</p>	<p>The exams used for assessment should better reflect the expectations of the course outcomes.</p>	<p>First, the balance between questions that demonstrate recognition and those that demonstrate production should be altered so that there are more opportunities for students to show their knowledge of the more complex topics that are introduced in ESL 132 and continued in ESL 161, rather than whether they can</p>	<p>2019</p>

	<p>produce the structure flawlessly.</p> <p>For productive questions (for example, if a student is asked to change a sentence into an adjective clause and insert it into an independent clause), a rubric system should be used for scoring. This will provide a better reflection of how well the students have understood the concept, as compared to an all-or-nothing scoring system, as was used on this assessment.</p>	
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[ESL 132 Outcome 1 Data](#)

[ESL 132 Outcome 2 Data](#)

[ESL 132 Midterm Exam](#)

[ESL 132 Final Exam](#)

Faculty/Preparer: Elizabeth Foss **Date:** 06/10/2019

Department Chair: Carrie Krantz **Date:** 06/11/2019

Dean: Kimberly Jones **Date:** 07/12/2019

Assessment Committee Chair: Shawn Deron **Date:** 08/27/2019

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	032	ENG 032 04/02/2014-Intermediate 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: 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-approved rubric.
 - Standard of success to be used for this assessment: 70% of students will achieve 70% 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
26	23

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: Yes

The first area was verb tense and aspect. This included a verb fill-in and modal verb exercise. 52.17% of the students achieved 70% mastery. The standard was not met.

The second area was mood. This included a section on conditional verbs. 86.96% of the students achieved 70% mastery. The standard was met.

The third area was voice. This included a section on passive verbs. 72.73% of the students achieved 60%. The standard was 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. 86.96% of students met the standard of success for this outcome. Another strength for this outcome was item #1c, which was

passive voice. 72.73% of students met the standard for this item.

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.

Item #1a (verb tense and aspect) needed improvement. This is generally one 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. Although 72.73% of students met the standard of success for item #1c, this area, passive voice, is an advanced grammar concept that is more thoroughly taught in ENG 060 (Advanced ESL Grammar). Perhaps 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 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-approved rubric.
 - Standard of success to be used for this assessment: 70% of students will achieve 70% or higher on items assessed.
 - Who will score and analyze the data: Department 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
26	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.

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: Yes

The first area was adverb clauses. 77.27% of the students achieved 70% mastery. The standard was met.

The second area was noun clauses. 60.87% of the students achieved 70% mastery. The standard was not met.

The third area was adjective clauses. 78.26% of the students achieved 60%. The standard was met.

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

The strengths in this area were in item #2a, adverb clauses, and item #2c, adjective clauses. 77.27% of students achieved the standard of success in adverb clauses, and 78.26% of students achieved the standard for adjective clauses.

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.

60.87% of students met the standard of success for item #2b (noun clauses). This is an advanced grammar concept that is 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.

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 grammar concept with the lowest success rate was item #1a, verb tenses and aspect, which has often been the case in past assessments of all levels of grammar courses. What is more and more apparent is that cloze exercises for verb tenses on grammar exams often display a very poor understanding of verb tenses. That was the lowest area of achievement, both for ENG 030 and 032 students. In order to truly see a student's understanding of basic verb tenses, perhaps we should also assess the essay questions that are often given on the midterm and final exams in terms of verb use. Also, as proposed in the action plan, it would be beneficial for ENG 030.032 instructors to require some homework as part of the grading for this course.

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	ESL students who struggle with grammar need to make a regular habit of studying and practicing grammar. When	2014

	<p>scores and exams. From my own teaching experience and other instructors' testimonies, 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 ENG 032.</p>	<p>homework is a requirement for passing a class, motivation increases to complete homework 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

- 032 assessment data
- 032 Final
- 032 Midterm

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 032
 Course Title: Intermediate ESL Grammar II
 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.***
 In general, students achieved the desired outcomes, more than 80% 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 25 students who were enrolled, six did not achieve Outcome #1 i.e., 75% met Outcome #1.
 Out of a total of 25 students who were enrolled, five did not achieve Outcome #2, i.e., 80% met Outcome #2.

COURSE ASSESSMENT REPORT

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 in ENG 030 at the beginning of the term successfully completed the exit level (Eng 032) in one term.

Weaknesses: The nine students who did not pass ENG 030 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.

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

Please return completed form to the Office of Curriculum & Assessment, SC 247.

COURSE ASSESSMENT REPORT

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

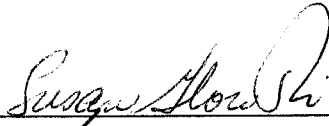
All X Selected _____

If "All", provide the report date for the next full review: Fall 2012

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

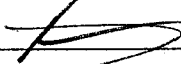
Submitted by:

Print: Sue Glowski
Faculty/Preparer

Signature 

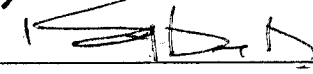
Date: 2/8/10

Print: Carrie Krantz
Department Chair

Signature 

Date: 2/9/10

Print: Bill Abernethy
Dean/Administrator

Signature 

Date: FEB 15 2010

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG 032
 Course Title: Intermediate ESL Grammar II
 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.

COURSE ASSESSMENT REPORT

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 _____ Date: 5/28/08
 Print/Signature _____

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

logged 6/6/08 sjv

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.

COURSE ASSESSMENT REPORT

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.

COURSE ASSESSMENT REPORT

- 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
Faculty/Preparer

Signature 

Date: 2/8/10

Print: Carrie Krantz
Department Chair

Signature 

Date: 2/9/10

Print: Bill Abernethy
Dean/Administrator

Signature 

Date: FEB 15 2010

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.

COURSE ASSESSMENT REPORT

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