Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English as Second Language	138	ESL 138 06/05/2019- Intermediate ESL Writing
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English & College Readiness	Heather Zettelmaier
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 assessed in Winter 2014 under its previous number, ENG 037 and 038

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

63% of the students met the standard of success at that time. The standard of success was not met. There was a proposed change to the rubric to include subject/verb and plural agreement. Language was the reason most students didn't meet the standard of success.

Previous assessments were conducted using an old rubric with 10 items. The disconnect between the criteria and objectives instructors were using and this old rubric was noted in previous reports. Since the 2014 assessment, a new, standard, faculty-developed rubric has been used to score final student essays. This rubric is more thorough and accurate than the old one, so it was used for the current assessment cycle.

The new rubric has been in use by all ESL faculty for the last several years.

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

The ESL faculty agreed to add subject/verb and plural agreement to the rubric. Also, the ESL 138 final in-class paragraph rubric was used for this assessment cycle.

II. Assessment Results per Student Learning Outcome

Outcome 1: Write a one paragraph composition which follows English organizational structure and is intelligible to an unsympathetic native speaker (i.e. a composition instructor who does not have an ESL teaching background).

- Assessment Plan
    - Assessment Tool: final in-class writing exam
    - Assessment Date: Winter 2017
    - 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 7 out of 10 items on the rubric.
    - 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)
	2019	

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

# of students enrolled	# of students assessed
34	31

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.

Of the 34 students registered, 3 students stopped attending before the final in-class writing. All other 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.

Two sections of ESL 138 were offered in Winter 2019. Both sections were assessed.

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

A 13-item rubric was used to score the 31 one-paragraph essays used as exit tests for all ESL 138 students. Items were in the areas of Organization, Development, and Language. Percent of total items fulfilled was calculated. Rather than use the rubric from previous assessments, which was only used once every three years, the new standard faculty-developed rubric was used for this assessment. The new rubric has more than 10 items, so a percent of the fulfilled items was calculated rather than listing a number out of 10. (See Action Plan, Intended Change.)

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
Twenty-five out of thirty-one (81%) of students satisfactorily fulfilled 70% of the items on the rubric. The standard of success was met for this outcome and tool. The average score based on the rubric was 80.2%, also well above a minimum passing score.

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

Student writing was strong in the areas of organization and development. In particular, paragraphs were an appropriate length, 8-12 sentences. Overall, they contained a well-formulated, succinct topic sentence. The majority also contained correctly formed transitions and a single conclusion sentence. Since the previous assessments, there has been improvement in verb usage and sentence boundaries.

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.

Areas of weakness continue to be subject/verb and plural agreement. Handling nouns (article use and agreement) should continue to be an emphasis in ESL 138. The current rubric is working well to standardize the course from instructor to

instructor and semester to semester. It's a useful tool to set goals and give detailed feedback to students.

This group of students also showed a significant amount of critical thinking and detailed development of ideas. This indicates that the instructors are encouraging pre-writing and planning. This practice should also be continued, for at this level, students should have the competence to express some higher-level thinking.

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 change to add agreement to the rubric was a worthwhile one and shows the course's intention to address this major area of language. However, students continued to struggle in this area.

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?

Based on this assessment report, students are indeed benefiting from this course's curriculum and growing as academic writers. The building block of essay writing and argument, an organized, well-developed paragraph, is an essential piece of every student writer's repertoire. Since the entire focus of this course is paragraph writing, students leave ESL 138 with a solid foundation on which to build future academic writing.

It was surprising that some students who failed the final in-class writing for the course actually got over 70% of the rubric items in this assessment. In addition, some students who passed the final in-class writing for the course did not fulfill 70% of the rubric items for this assessment. This phenomenon is logical, however. When the final in-class essay is blind-graded during the semester, if one area (organization, development, or language) is Unsatisfactory, the whole essay is deemed Unsatisfactory. However, for this assessment, each item on the rubric is treated equally, and results are calculated from the total number of items from the rubric. In other words, blind-grading during the semester is done more holistically and less mathematically. This difference seems appropriate, and the methods in place for each use of the rubric should continue.

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 Departmental Faculty during Fall 2019 in-service.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	The current outcome language is, "70% of students will achieve 7 out of 10 items on the rubric." The language should be changed to "70% of students will achieve 70% of the items on the rubric."	The new rubric, which will bring continuity to the course and the three-year assessments, has more than 10 items. Thus, this language is more accurate for the Assessment Tool.	2022
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Handouts based on student errors; grammar exercises focusing on nouns, subject/verb, and plural agreement.	This area continues to be problematic for 138 students. Although the concepts are simple, students struggle to attend to them in their own written work.	2022

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

6.

III. Attached Files

Assessment Data and Rubric
Old Assessment Rubric

Faculty/Preparer:	Heather Zettelmaier	**Date:** 08/15/2019
Department Chair:	Carrie Krantz	**Date:** 08/18/2019
Dean:	Scott Britten	**Date:** 09/24/2019
Assessment Committee Chair:	Shawn Deron	**Date:** 11/15/2019