Discipline	Course Number	Title
English as Second Language	128	ESL 128 06/05/2018-Low Intermediate ESL Reading and Writing
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: Improve reading comprehension by at least one level from pre- to post-test.

- Assessment Plan

    o Assessment Tool: Pre- and post-test using Edinburgh Project On Extensive Reading Tests

    o Assessment Date: Fall 2015

    o Course section(s)/other population: all

    o Number students to be assessed: all

    o How the assessment will be scored: answer sheet

    o Standard of success to be used for this assessment: All students will increase by one reading level between pre- and post-test.

    o 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
17	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.

Three students withdrew from the course.

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 was one section of this course, which met during the day.

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

The Edinburgh Project on Extensive Reading (EPER) test was given on the first day of the semester and in the 14th week of the semester. The test has a standardized method for scoring. The reading level was calculated using the pre- and post- tests for each student.

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

Twelve out of fourteen students (86%) achieved an increase of at least one level based on the EPER standardized reading test.

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

Most of the students in this course showed dramatic improvement in their reading level based on the EPER test. An improvement of one level was the standard of success. Four students met this standard; eight students exceeded it, improving their reading by 2 levels.

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.

Two students out of fourteen did not improve by one reading based on the EPER test. One of those students had top scores on the assessment for Outcomes 2 and 3 of this course. The other student achieved a high score for Outcome 2 but did not achieve the standard of success in Outcome 3 (Writing). Both of these students started out with a level "D" in reading, which is often the level for students exiting

ESL 128. The lack of success of these two students could be attributed to the unusual nature of the EPER tests. They are not multiple choice, and only one answer is acceptable. At least one of these students showed weakness in the area of following test directions and procedures. In any case, it is clear that both of these students were still reading at the appropriate level when they finished ESL 128.

Outcome 2: Demonstrate 70% mastery of the 1500 word list.

- Assessment Plan

    o Assessment Tool: The vocabulary test by Paul Nation et al will be administered at the end of the semester.

    o Assessment Date: Fall 2015

    o Course section(s)/other population: all

    o Number students to be assessed: all

    o How the assessment will be scored: answer sheet

    o Standard of success to be used for this assessment: 70% of students will achieve 70% mastery of the vocabulary.

    o 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
17	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.

Three students withdrew from the course.

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 was one section of this course, which met during the day.

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

After the class studied the 1500 New General Service Word List throughout the semester, the final vocabulary exam using selected words from this list was administered. The format of this final vocabulary exam was matching words with meanings/synonyms in groups of five, modeled after the test by Paul Nation et al. The vocabulary exam was then scored by the instructor.

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

Ten out of fourteen students (71%) achieved a score of at least 70% on the Nation vocabulary test for 1500 words.

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

In general, the rate of success for this outcome (71%) shows that vocabulary enrichment was a strong skill for this group.

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 this course, students should continue to use multiple methods to study and practice 1500 words from the New General Service List. Students should be familiar with the format of the Nation test but also work with these words in their writing, spelling, and grammar activities.

Outcome 3: Write a one paragraph composition that demonstrates some mastery of English sentence structure and word use and is generally intelligible to a sympathetic native speaker (i.e. an ESL instructor accustomed to reading text written by students whose first language is not English), with some effort.

- Assessment Plan
    - Assessment Tool: Composition
    - Assessment Date: Fall 2015

- o   Course section(s)/other population: all

- o   Number students to be assessed: all

- o   How the assessment will be scored: departmentally-developed rubric

- o   Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

- o   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
17	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.

Three students withdrew from the course.

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 was one section of this class, which met during the day.

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

Departmental faculty scored these essays using a rubric. The rubric had ten items. The desired result was that 70% of the students would earn 70% or higher on the one-paragraph composition. That is, they would satisfy at least seven of the ten requirements.

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

Ten of fourteen students (71%) fulfilled 70% of the items on the rubric. The standard of success for the course was met.

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

In general, students showed strength in:

- o use of effective topic and conclusion sentences
- o answering the question, supporting with details
- o development with 8-12 sentences
- o complete sentences, with subject and verb, capital letter and period

This demonstrates that these skills were covered well in the course.

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.

Particularly for the students who did not achieve 70% of the items on the rubric, the following areas were sometimes problematic:

- o single paragraph format
- o always using appropriate details to support the topic
- o verb forms
- o natural flow of English

These areas were strong for some students and weak for others.

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 the collective data for all three outcomes, this course is teaching students what they need to know to progress to higher levels of reading and writing. Although not all students achieved the standard of success for Outcome #1, the exit reading level of all 14 students was appropriate and showed readiness for more challenging texts. The writing component of this course (Outcome #3) is particularly challenging and useful for these students, and they showed that they

were, in general, competent at sentence- and paragraph-writing at the low-intermediate level.	

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 Departmental Faculty at the August 2018 in-service.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	For Outcome #1, we would like to change the standard of success to: "70% of the students will increase by at least one reading level between pre- and post-test."	The nature of the EPER exit test does not ensure that all students will achieve a level that indicates their readiness for higher intermediate reading courses. There should be some flexibility with the assessment tool to assess this outcome.	2018
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	We intend to replace the writing textbook of this course with an OER.	The goals for student writing in this course are very specific and focused, and writing textbooks used in the past have been too lengthy and costly. The OER will integrate low-intermediate reading and writing and will be customized to the curriculum of ESL 128. Such focused material can only increase the	2019

		likelihood of success for student writers in this course.	

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

5.

III. Attached Files

[Outcome Data and Rubric](#)

Faculty/Preparer: Heather Zettelmaier **Date:** 08/10/2018
Department Chair: Carrie Krantz **Date:** 08/27/2018
Dean: Kristin Good **Date:** 08/28/2018
Assessment Committee Chair: Shawn Deron **Date:** 09/12/2018