

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
English as Second Language	168	ESL 168 01/28/2022-Advanced ESL Writing
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	English & College Readiness
Faculty Preparer		Ernest Querijero
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?

No

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

3.

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

5.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Independently and under instructor observation, write a five-paragraph composition at the advanced level which is intelligible to an unsympathetic native speaker.

- Assessment Plan
  - Assessment Tool: final in-class essay
  - Assessment Date: Fall 2020
  - Course section(s)/other population: all sections
  - Number students to be assessed: all students in all sections offered
  - How the assessment will be scored: A departmentally-developed rubric will be used to blind-score the essays.

- Standard of success to be used for this assessment: 70% of the students will demonstrate mastery of 70% of the items on the developmentally-developed rubric.
- Who will score and analyze the data: Full-time English as a Second Language Faculty will score the samples and analyze the data.

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)
2020		

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

# of students enrolled	# of students assessed
12	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.

Twelve students were enrolled in the course; all twelve were assessed. Note that this course is cross-listed with ENG 090-ESL (1 student) and ENG 091 –ESL (2 students).

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.

The only section offered was face-to-face (FTF), and all students in enrolled submitted samples.

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

During the penultimate class of the semester, the instructor of this section administered the tool, an in-class written essay, and used a Satisfactory/Unsatisfactory 7-point rubric for assessment. The assessment tool was also used as a final exam grade.

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

Collectively, ESL 168 students and the students from the cross-listed classes are meeting the criteria for success above the 70 percent set by the English and College Readiness department and denoted in the assessment plan. This is the first time that ESL 168 has been assessed; no prior data for it under this course number or under its previous number, ENG 090-ESL or ENG 091-ESL, was found. Thus, comparison with previous semesters is not possible.

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

Overall, the writers demonstrated strength in topic sentences and transitions (93% successful), punctuation and mechanics (93% successful), avoiding fragments or run-ons (80% successful), and unity/support (80% successful).

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 showing a need for further development included spelling/word usage/language (73%) and thesis statements (67%).

### 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.

No previous assessment.

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?

The course is meeting the needs of students in that it focuses on promoting clarity in expressing ideas, in particular for non-native English-speaking students. The assessment process brought to light that in this course, it is possible for a student to fail -- not because of a combination of weaknesses -- but because of significant and varied problems with language use and vocabulary, despite mastering other aspects of writing.

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

This assessment report will be shared with the English and College Readiness department at the next department meeting. The department will discuss and develop action plans accordingly, which includes a review of attendance policies,

grading policies, and class consistency from semester to semester as the course continues.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Consistency across sections and semester	A review of attendance policies, grading policies, and class consistency from semester to semester; examine areas with lower performance such as spelling/word usage/language and thesis statements.	To develop any necessary action plans to encourage consistency across all sections from semester to semester, including focusing on areas demonstrating a need for further development.	2022

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

6.

### III. Attached Files

[Assessment Results for 168 F2020](#)

**Faculty/Preparer:** Ernest Querijero **Date:** 02/01/2022  
**Department Chair:** Carrie Krantz **Date:** 02/17/2022  
**Dean:** Scott Britten **Date:** 02/17/2022  
**Assessment Committee Chair:** Shawn Deron **Date:** 05/19/2022