

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English as Second Language	135	ESL 135 06/25/2019- English Listening, Pronunciation and Conversation (ESL)
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English & College Readiness	Elizabeth Foss
Date of Last Filed Assessment Report		08/24/2015

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

ESL 135 was last assessed under its previous course number, ENG 035, in 2015.

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

The standard of success was met for all three outcomes. The previous assessor noted relative weakness in the areas of listening for details and in expressing opinions in dialog, though students achieved the standard for success.

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

No changes to the course were recommended.

II. Assessment Results per Student Learning Outcome

Outcome 1: Produce the appropriate number of syllables in familiar words and use word stress and the rhythm of spoken English correctly.

- Assessment Plan
 - Assessment Tool: Recording of student reading a short paragraph
 - Assessment Date: Fall 2018
 - 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 demonstrate mastery by scoring 70% or higher.
- Who will score and analyze the data: departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

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

# of students enrolled	# of students assessed
22	21

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.

One student withdrew from class before the end. 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.

There was one section of ESL 135 in Winter 2019. All students except for the one who withdrew were assessed.

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

Students submitted a recording of a dialog that features all the phonemes and features of English. The recording was approximately two minutes in length. The recording was assessed on a four-point scale: 1=unintelligible, 2=sympathetic listener must guess at words and meaning, 3=sympathetic listener (ESL instructor) can comprehend, 4=anyone (unsympathetic listener) can understand.

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

Students scored particularly well on this measure, with an overall average of 3.4/4. Eight students achieved the highest mark on the recording, demonstrating competence in all the major areas of English pronunciation. Overall, 76% of students met 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.

Most students demonstrated ability in all the major areas of English pronunciation. Even students who struggled in some aspects of pronunciation showed competence in other aspects.

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 who struggled tended to have difficulty in several areas: 1) specific vowel or consonant sounds (often related to their first language), 2) clarity of word endings (a predictable struggle for students from certain language backgrounds), and 3) word or sentence stress and focus.

Outcome 2: Comprehend and respond appropriately to speech acts such as asking for and giving opinions; comparing and expressing preferences; extending and responding to invitations; giving advice and making suggestions; making requests and offers and accepting and refusing same; using telephone openers and closers; and indicating changes in topic.

- Assessment Plan
 - Assessment Tool: midterm and final exam
 - Assessment Date: Fall 2018
 - 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 demonstrate mastery by scoring 70% or higher.
 - Who will score and analyze the data: departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
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	2019	
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
22	21

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.

One student withdrew from the course before its completion.

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 ESL 135 in Winter 2019. All but the student who withdrew during the semester were assessed.

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

Dialogs written in response to specific prompts on the midterm and final exam were evaluated on a 4-point scale that measured appropriateness and grammatical accuracy. Six different speech acts were assessed. The scores were based on the following rubric:

1=did not attempt to use the speech act required for the situation

2=attempted to use the speech act required, but did not do so successfully

3=used speech act in a socially acceptable way, possibly with some grammatical errors

4=used speech act appropriately with no grammatical errors

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

Of the 21 students assessed, 18 (86%) met 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.

Generally, students were able to recognize the various speech acts and respond to them. The functions that showed the highest level of accomplishment were the acts tested on the midterm. This may be because students had fewer speech acts to consider or because the exam is significantly shorter than the final exam.

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.

The speech acts that had lower rates of success (70-79% range) required more complex analysis than the higher-scoring speech acts. For example, successful expression of opinions in a conversation requires not only telling one's opinion, but also doing it in a way that is not offensive to the other person and acknowledging the other person's point of view. The more complex acts are also introduced closer to the end of the semester, leaving less time for practice. Finding a way to intensify the practice of the later speech acts may result in a higher level of achievement.

Outcome 3: Listen to recorded selections and answer global and discrete questions based on the selections.

- Assessment Plan
 - Assessment Tool: multiple choice and short answer questions about selected recordings
 - Assessment Date: Fall 2018
 - 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 demonstrate mastery by scoring 70% or higher.
 - Who will score and analyze the data: departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

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

# of students enrolled	# of students assessed
22	21

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.

One student withdrew from the class before the end of the semester.

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 ESL 135 in Winter 2019. All students except for the one who withdrew before the end of the semester 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.

The listening comprehension portions of the midterm and final exams were used in this assessment. From multiple choice questions, students had to identify the main ideas and the supporting details in listening passages. Each question was scored as a single point, either correct or incorrect. Data are available for main ideas and for supporting details independently and in aggregate.

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

Overall, the students met the standard for success in aggregate (71%) and for the main idea (85%). The standard of success was not met considering the supporting details when examined in isolation (67%).

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

Students showed great strength (overall average: 85% of questions answered correctly) in identifying main ideas. Students also achieved an average of 71% when both main ideas and details were considered together. However, this is a weak pass that has room for improvement.

- 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 to identify details in listening passages successfully; the average on those questions of the exams was 67%. This is not surprising, considering that it requires more attentive listening and better command of the language than simply identifying main ideas. Students should be encouraged to practice listening to a greater extent outside class.

III. Course Summary and Intended Changes Based on Assessment Results

- 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 changes were recommended in the last report.

- 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 provides a valuable service to students. Many enter the course lacking confidence in their speaking ability and anxious about their ability to understand those who speak to them. The course provides a constant stream of appropriate input and opportunities to speak with others and listen to others every day. Students tend to be highly motivated to perform well in this class as it has direct impact on their daily activities in the US.

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

The information and action plan will be shared with departmental faculty at the Fall 2019 In-Service during the ESL breakout session.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	In addition to evaluating written dialogs, instructors should use video recordings of students and	For the past few years, ESL 135 teachers have incorporated into the midterm and final exams video	2019

	<p>teachers in conversation for assessment of speech acts.</p>	<p>recordings of students and teachers engaging in dialogs that feature the speech acts taught in the course. This adds a new dimension to the teacher's ability to evaluate a student's speaking skills. Due to time limitations, speech acts cannot be assessed solely through video recordings; the written dialogs continue to be a necessity for this course. However, video recordings capture the intangibles that cannot be expressed easily on paper, such as body language and tone of voice. Furthermore, they allow the instructor to assess a student's speaking ability without the interference of another modality (written language). Many students struggle with writing but feel more comfortable speaking the language. Recording students in conversation with the instructor allows</p>	
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		for a situation that is more reflective of real experiences outside the class.	
Course Assignments	Add a required listening component outside of class.	<p>Although most students do well identifying main ideas in listening passages, many struggle with the smaller details. Students need more practice with listening to improve their listening skills, particularly those students who do not work outside the home, as their exposure to English between classes may be limited.</p> <p>Adding a required listening component would help to expose the student to more English, possibly in a variety of forms. Several ideas could be considered: listening journals, in which a student identifies listening activities every week or two weeks; a point system in which a student must accumulate a certain number of points for listening activities; or possibly a conversation lab</p>	2020

		<p>that the student would be required to attend during the semester.</p> <p>An addition of this sort to the curriculum requires some time for consideration and input from other ESL instructors.</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 135 Outcome Data](#)

Faculty/Preparer: Elizabeth Foss **Date:** 06/29/2019
Department Chair: Carrie Krantz **Date:** 07/01/2019
Dean: Kimberly Jones **Date:** 08/12/2019
Assessment Committee Chair: Shawn Deron **Date:** 09/20/2019

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	035	ENG 035 07/05/2015- English Listening, Pronunciation and Conversation (ESL)
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Heather Zettelmaier
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Produce the appropriate number of syllables in familiar words and use word stress and the rhythm of spoken English correctly.

- Assessment Plan
 - Assessment Tool: Recording of student reading a short paragraph
 - Assessment Date: Fall 2015
 - Course section(s)/other population: all
 - Number students to be assessed: all students
 - How the assessment will be scored: departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will demonstrate mastery by scoring 70% or higher.
 - Who will score and analyze the data: Full-time 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)
	2015	

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

# of students enrolled	# of students assessed
21	21

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students in the only section of this class were assessed. *

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

Students submitted electronic recordings of their pronunciation via e-mail. The recording was about 2 minutes of text. The text included the essential components of this outcome: words with multiple syllables appropriate for this level, words which required correct stress, and sentences which required students to demonstrate rhythm, linking, and focus.

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

76% of the students achieved 70% or higher for this outcome.

Problem areas included the omission of word endings for some students. Other students struggled with vowel sounds, syllable stress, and focus.

Despite the areas of difficulty, the standard of success was met for this outcome.

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

Some students demonstrated outstanding fluency and comprehensible pronunciation in their recordings. Three students achieved a perfect "4" according to the rubric. They spoke with excellent rhythm, intonation, and stress. They also pronounced challenging sounds and multisyllable words very well.

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.

Some students still struggled with vowel sounds, like the difference in "selling" and "ceiling." A number of students achieved a passing score on the rubric, but in truth spoke much more slowly than native English speakers would. To continue to improve in this area, faster speaking should be encouraged, perhaps even a reasonable time limit. There is also benefit to giving students access to a model recording for this assessment. (Good pronunciation is often achieved by imitation - this is totally acceptable for pronunciation testing.)

Outcome 2: Comprehend and respond appropriately to speech acts such as asking for and giving opinions; comparing and expressing preferences; extending and responding to invitations; giving advice and making suggestions; making requests and offers and accepting and refusing same; using telephone openers and closers; and indicating changes in topic.

- Assessment Plan
 - Assessment Tool: Midterm and final exam
 - Assessment Date: Fall 2015
 - Course section(s)/other population: all students who complete the class
 - Number students to be assessed: all students who complete the class
 - How the assessment will be scored: departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will demonstrate mastery by scoring 70% or higher.
 - Who will score and analyze the data: Full-time 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)
	2015	

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

# of students enrolled	# of students assessed
21	21

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students in the only section of this class were assessed.

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

The midterm and final conversation finals contain tasks that require students to write dialogs that show each part of this outcome. Using the departmental rubric from previous assessments, each dialog that targeted a required speech act was analyzed. In total, 6 of the speech acts mentioned in the outcome were examined and scored 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: Yes

86% of the students achieved 70% or higher for this outcome.

Upon examining each speech act, the lowest success rate was for the "asking for and giving opinions" dialog, for which the class had a 70% average score. The highest average was in "telephone openers and closers," for which the class had a 94% average score. "Extending and responding to invitations" also had a high class average of 92%.

The standard of success was met for this outcome.

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

The strongest areas for this outcome were "extending and responding to invitations" and "telephone openers and closers." Both of these were tested on the midterm, not the final. The high rate of success could be because the number of speech acts on the final exam was much greater and required much more preparation.

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.

The weakest speech act was "asking for and giving opinions." Students tended to agree and disagree quite aggressively in their dialogs. They were very direct,

which is counter to normal American argument style. Because agreeing and disagreeing is so important to college teaching methods in the U.S., this speech act should be taught extensively, with much repetition, and its importance should be emphasized.

Outcome 3: Listen to recorded selections and answer global and discrete questions based on the selections.

- Assessment Plan
 - Assessment Tool: Multiple choice and short answer questions about selected recordings
 - Assessment Date: Fall 2015
 - 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 who complete the class will demonstrate mastery by scoring 70% or higher.
 - Who will score and analyze the data: Full-time 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)
	2015	

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

# of students enrolled	# of students assessed
21	21

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students in the only section of this class were assessed.

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

This outcome was assessed using the final listening exam. The exam had 2 listening passages. Each passage was followed by a main ideas (listening globally) section and a details (listening discretely) section. For each student, the total correct main idea questions were calculated, and the total correct detail questions were calculated. The total from both sections was also calculated.

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

71% of the students achieved 70% or higher for this outcome.

The average score on the main idea questions was 92%.

The average score on the detail questions was 73%.

The standard of success was met for this outcome.

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

Listening for main ideas was the area of strength 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.

Listening for details could be improved. The outcome was met, but this type of listening question should continue to take priority in this course. This course was previously 3 credits and increased to 4 credits for the express purpose of spending instructional time on discrete listening. Class time should be spent on this type of listening, not only practicing with appropriate texts but also exploring test-taking and discrete listening strategies.

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?

I was pleasantly surprised at some of the excellent recordings of students who made tremendous improvement in their pronunciation. I was also surprised at some of the socially awkward dialogs that were written (Outcome 2). The standard of success was met, but I still feared that some of these students would struggle socially in real-life situations. It is my experience that social skills are very difficult to assess in a classroom situation; nonetheless, the written dialog exam reveals a certain level of preparedness.

Overall, I feel that this is an excellent course that meets many needs of ESL students. Each aspect of this course (pronunciation, conversation skills, and listening) targets essential life skills that build the confidence of non-native English speakers. Confidence in speaking situations leads to increased fluency and a comfort level that leads to cultural adaptation. This progress is a foundation for improved reading, writing, and grammar as well.

This course is also level-appropriate; it truly reaches beyond survival English to help students integrate socially in academic and work environments as well as in everyday speaking situations.

- 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 Fall 2015 In-Service.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

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

No.

III. Attached Files

[Data for Outcomes 1, 2, and 3](#)

Faculty/Preparer: Heather Zettelmaier **Date:** 07/07/2015
Department Chair: Carrie Krantz **Date:** 07/14/2015
Dean: Kristin Good **Date:** 07/15/2015
Assessment Committee Chair: Michelle Garey **Date:** 08/24/2015

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG 035
 Course Title: English Pronunciation and Conversation (ESL)
 Division/Department Codes: HSS/E/W

2. Semester assessment was conducted (check one):
 Fall 2007
 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.
 17 students assessed; 17 students in class

6. Describe how students were selected for the assessment.
 All students were included

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 There were no changes.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 - A. Students will recognize and produce the appropriate number of syllables in familiar words, and students will recognize and use word stress and the rhythm of spoken English correctly.
 - B. Student will understand and respond appropriately when asking and giving opinions; comparing and expressing preferences; extending and responding to invitations; giving advice and making suggestions; making requests and offers and accepting and refusing same; and using the telephone.
 - C. Student will listen to recorded selections and answer global and discrete questions based on the selections.

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.***
 More than 75% of the students were performing at or above the threshold level on each of the measures.

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.***
 - A. Each student produced recording of himself/herself reading a passage selected by the instructor. Two faculty members evaluated each tape on a 1 to 4 scale. (See rubric)

COURSE ASSESSMENT REPORT

B. The final exams included written dialogs of speech acts. Two full time faculty evaluated four answers to this part of the exam for appropriateness and effectiveness. (See rubric)

C. As part of their final exam students listened to a short passage and then answered multiple choice questions which. There were both global and discrete questions. The students responses to these questions were tallied.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Most of the students in this class did exceptionally well on pronunciation and intonation. The materials and methods used in this class are appropriate for the outcomes we seek.

Weaknesses: Students who do not have sufficient grammar cannot demonstrate appropriate and effective use of speech acts.

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.

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: Assessment of students' production of questions will be dropped. It is not usually a problem at this level.

We will assess students for their listening skills by having them take the ESL COMPASS Listening Test. This will simplify assessment and provide an external measure.

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?

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.

We were satisfied with the assessment tools. However, having students take ESL COMPASS Listening would save the assessors some time.

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 _____ Selected X

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

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

Submitted by:

Name: Margo Winnard Czinski Susan Glowski Date: March 4, 2008
Print/Signature

Department Chair: Carrie Krantz-Fischer Date: 3/10/08
Print/Signature

Dean: Bill Abernethy Date: MAR 12 2008
Print/Signature

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