

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English as Second Language	024	ESL 024 08/05/2022-High Beginning ESL Grammar and Communication
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	English & College Readiness
Faculty Preparer		Heather Zettelmaier
Date of Last Filed Assessment Report		09/23/2019

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 2019, with data from the Fall 2018 semester.

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

The result of the previous assessment was a revision of the outcomes of the course. Previously, Outcome 1 was not as specific or inclusive of all the verbs studied in this course. Outcome 2 and 3 were also revised.

In the previous assessment, the standard of success was met for Outcomes 2 and 3 but not for Outcome 1.

17 students were assessed in the previous assessment.

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

To address the need for instruction in the use of English verb tenses and forms, the Action Plan said that we should continue to give focused, intense, and repetitive practice to students in the area of verb tenses. This is the most challenging part of the course and continues to be the focus of instruction. In particular, a variety of homework targeting verb tenses is still being given: workbook exercises, journal tasks, speaking activities, sentence writing, and more.

Based on the Intended Changes, ESL 024 went from five outcomes to three outcomes. The new outcomes more closely match what is taught in the course. The revisions of the outcomes made the current assessment much smoother and more effective. They also created consistency in the language among the three grammar courses, ESL 024 (high beginning), 132 (intermediate), and 161 (advanced). The revisions were put into effect on the master syllabus in Winter 2020.

II. Assessment Results per Student Learning Outcome

Outcome 1: Use appropriate verb tense, aspect, and modality to describe activities, habitual actions, situations, and events.

- Assessment Plan
 - Assessment Tool: Departmentally-approved final exam
 - Assessment Date: Winter 2021
 - 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 70% mastery or better for each outcome
 - 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)
2021		

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

# of students enrolled	# of students assessed
13	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.

One student stopped attending in Week 11. The remaining 12 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 024. All students who completed the course were assessed.

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

To assess verb tense, aspect, and modal verb use, we used fill-in-the-blank, multiple choice, and sentence completion activities. A total of 54 items on the final exam targeted this outcome.

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

Nine out of twelve (75%) of students scored 70% or higher on the items assessed for this outcome. The standard of success was met.

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

The basic verb tenses of English are a focus of ESL 024, and students clearly made tremendous strides in understanding and using simple present, simple past, present progressive, future, and past progressive, as needed in various activities and situations. The many formats and large number of items on the exam showed true understanding and ability to use these tenses. In addition, most students showed aptitude in the appropriate use of the basic modals of ability, advice, politeness, and necessity.

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.

Verbs should continue to occupy much of the instructional and practice time in ESL 024. They pose a unique challenge, as most students do not have such a big variety of verb tenses in their native language. Exercises in context should continue, including drills, speaking activities, journal writing, and self-guided homework exercises. We should continue to assess skills and knowledge of verb tenses with a variety of test items and formats.

Outcome 2: Make well-formed questions and respond appropriately to questions about activities, habitual actions, situations, and events affirmatively and negatively.

- Assessment Plan
 - Assessment Tool: Departmentally-approved final exam
 - Assessment Date: Winter 2021
 - 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 70% mastery or better for each outcome
 - 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)
2021		

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

# of students enrolled	# of students assessed
13	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.

One student stopped attending in Week 11. The remaining 12 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 024. All students who completed the course were assessed.

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

To assess the formation of questions and affirmative/negative responses, a separate final exam called "Questions/Negatives Exam" was given. There were 20

items on the exam, each item worth 2 points for a total of 40 points. One point was given for choosing the correct verb tense; one point was given for forming the question or response correctly.

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

Nine out of twelve (75%) of students scored 70% or higher on the items assessed for this outcome. The standard of success was met.

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

Question and negative verb formation can be complicated for ESL students, and most students in this class showed that they had solid knowledge of this important skill. They paid attention to the verb tenses, knew which auxiliary verbs to use, and used correct Verb-Subject word order as appropriate. They paid attention to subject-verb agreement and formed negative verbs correctly. No other class in WCC's ESL program places such a strong emphasis on questions and negatives, so the fact that these students got this foundation is extremely valuable and will result in future confidence in production and stronger communication skills.

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.

All three students who did not achieve the standard of success for this outcome were assessed using Blackboard tests because they chose to be virtual students in this hybrid class. The method of teaching the formation of questions and negative is an in-class drill at the beginning of every class. Virtual students who didn't succeed in this outcome did not participate in the regular drills via Zoom. Despite efforts to engage them via Zoom, these students never became capable of successfully using the chat feature or a shared Googledoc to participate. These virtual students were also frequently tardy or absent.

If an instructor sees this trend toward lack of participation or tardiness, other methods of drilling questions and negatives should be explored. Of course, students who are not present or do not make some effort to participate will struggle to gain a skill no matter what methods are used to teach it.

Outcome 3: Describe everyday life activities using a limited group of count and noncount nouns with appropriate number (singular, plural) and determiners.

- Assessment Plan
 - Assessment Tool: Departmentally-developed final exam
 - Assessment Date: Spring/Summer 2019
 - 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 70% mastery or better for each outcome
 - 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)
2021		

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

# of students enrolled	# of students assessed
13	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.

One student stopped attending in Week 11. The remaining 12 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 024. All students who completed the course were assessed.

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

To assess the use of appropriate determiners for count/noncount nouns, 4 multiple-choice questions and 9 fill-in-the-blank items were used. The total number of items on the final exam that could be used to assess this outcome was 13.

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: <u>Yes</u>
Nine out of twelve (75%) of students scored 70% or higher on the items assessed for this outcome. The standard of success was met.

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

Students showed solid knowledge of the use of articles (<i>a, an, the</i> , and the zero article) when using high beginning level count and noncount nouns. In general, students also used <i>some</i> and <i>any</i> correctly, based on context. This was an important set of introductory knowledge for a topic that often challenges ESL students throughout their academic career, particularly if use of articles in the student's first language differs greatly from English.
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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.

We should continue to give ample time to the topic of nouns and their determiners in this course. The number of items assessed was quite small to get a complete picture. More test items, particularly where the student would need to use this skill in full sentences, would give us more information about their competence with articles and noun agreement.

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 recommendation was to continue intensive practice and instruction in the areas described in Outcomes 1, 2, and 3. These areas were already the focus of ESL 024. The new outcome language based on the Intended Changes more closely reflects what we are teaching. This course continues to build solid foundations of grammar and communication skills for our high beginning ESL students. Students show improvement and greater confidence upon exiting the course.

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 is clearly providing strong language foundations for communication. In general, students practice and stay engaged. Our teaching methods and materials are excellent. Repeatedly, communities of grammar learning form in this class, as students stay excited and motivated by the goals and content of this course.

The exceptions to the successes in this assessment cycle were several students with weaker skills who chose to Zoom into the classroom. This course was offered in a hybrid format during the COVID-19 pandemic. The hybrid option was discontinued as of Spring/Summer 2022. All future classes will be offered only in person.

Clearly, high beginning language learners struggle with the virtual format. Their experience is only effective if the student is highly motivated and enters the class with skills nearing intermediate level. Two of the virtual students assessed fit this latter category. That is, they stayed engaged and excelled on Zoom and Blackboard all semester. Those who struggled would have benefited greatly from in-person instruction.

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 at the Fall 2022 in-service meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	More tasks that target the correct use of nouns (agreement and determiners) should be included on the final exam. These tasks should include student-generated sentences.	Students successfully showed that they could fill in a blank with articles <i>a</i> , <i>an</i> , <i>the</i> , and the zero article. However, a more thorough assessment would happen if the assessment were more comprehensive and included language production in the form of student-	2023

		generated sentences. The data set for assessment of Outcome 3 should be greater, and this change would also accomplish this.	
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Continue to assess skills and knowledge of verb tenses with a variety of exercises, test items and formats.	Many students do not have as big a variety of verb tenses in their native language as they do in English.	2023

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

6.

III. Attached Files

[Final Exam F21](#)
[Questions/Negatives Exam](#)
[Data from Fall 21](#)

Faculty/Preparer: Heather Zettelmaier **Date:** 08/15/2022
Department Chair: Carrie Krantz **Date:** 08/15/2022
Dean: Scott Britten **Date:** 08/23/2022
Assessment Committee Chair: Shawn Deron **Date:** 12/23/2022

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
English as Second Language	024	ESL 024 05/17/2019-High Beginning ESL Grammar and Communication
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

In 4/2014, under the previous course name ENG 024.

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

The standards of success for outcomes 1 (verb tense and aspect), 3 (modal verbs), and 4 (comparative language) were not met. The standards for outcomes 2 (questions and negatives) and 5 (principal parts of 100 irregular verbs) were met.

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

Recommended changes included devoting more time to instruction and practice with modal verbs and presenting comparative language earlier in the semester for additional practice time. The previous reviewer also recommended making course objectives more specific for this course and creating a closer connection between the language on the master syllabus and the internal list of teaching objectives that teachers work from.

One result of these recommended changes was the addition of a new course outcome about common nouns, which reflects a substantial area of effort in this course.

II. Assessment Results per Student Learning Outcome

Outcome 1: Describe activities, habitual actions, situations, and events.

- Assessment Plan

- Assessment Tool: departmentally-approved 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 demonstrate 70% mastery or better for each outcome.
- 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
19	17

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 stopped attending class before the midterm, and another stopped immediately after the midterm. The remaining 17 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 024. All students who attended the course from beginning to end were assessed.

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

Data were collected on multiple choice, fill-in-the-blank, and short answer questions. In the case of short answer questions, only the verb choice was 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: No

Of the 17 students assessed, 10 met the standard for success for an overall success rate of 58.8%; three of those who fell below the 70% mark scored between 63% and 65%. Broken down by receptive vs. productive skills, 12 out of 17 students (71%) met the success standard for recognizing the correct verb forms; 11 out of 17 students (65%) met the success standard for producing verbs correctly.

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

Verb tense and aspect are routinely the most difficult concepts for students in this course, as in other ESL grammar courses. Students' ability was higher in the area of receptive skills (recognition of the appropriate verb or aspect, as in multiple choice questions); the standard for success was met in receptive skills, as 12 out of 17 students (71%) achieved 70% or better. This is encouraging.

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.

Intensive practice in both recognition and application of appropriate verb tense and aspect is necessary. Currently, instructors use both intensive workbook exercises, for structured practice limited to a specific grammar structure, and journal assignments, which allow students to apply the knowledge in expressing their own opinions. Both of these types of assignments should be part of the students' homework every day in order to promote increased skill in this area.

Outcome 2: Make well formed questions and respond to questions about activities, habitual actions, situations, and events.

- Assessment Plan
 - Assessment Tool: departmentally-approved final exam
 - Assessment Date: Fall 2016
 - 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 70% mastery or better for each outcome.
- 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
19	17

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 stopped attending before the midterm, and another stopped attending immediately after the midterm.

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 024 in Winter 2018. All students who attended for the whole semester were assessed.

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

Multiple choice, fill-in-the-blank, and short answer questions on the midterm and the final exam were used to assess this outcome.

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
 Out of the 17 students assessed, 12 (71%) met the standard of success. Three of those who did not meet the standard achieved 63% on these questions.

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

Repetition of presentation and practice is the key to the students' success with this objective. Questions, answers, and negatives are included as every new verb tense is introduced; in this course, that includes present, past, and future tenses (simple and progressive aspects) and modal verbs. It is also reviewed daily as a warm-up at the beginning of class.

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.

Continued use of these practices is recommended.

Outcome 3: Initiate and respond to a variety of prompts from social functions, such as invitations, suggestions, advice, requests for action, information, and permission. Students will also be able to express necessity, possibility, and ability.

- Assessment Plan
 - Assessment Tool: departmentally-approved final exam
 - Assessment Date: Fall 2016
 - 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 70% mastery or better for each outcome.
 - 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
19	17

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 stopped attending before the midterm, and another stopped attending immediately after the midterm.

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 024 in Winter 2018. All students who attended from the beginning to the end of the course were assessed.

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

Students were assessed on multiple choice and fill-in-the-blank questions.

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 17 students assessed, 13 (76%) 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.

Students demonstrated ability both in choosing the correct modal verb by meaning (necessity, advice, ability, etc.) and in using the correct form. Because of the complexity of modal verbs, their success at this task is a great accomplishment and shows marked improvement from the last assessment period.

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.

Continued work on form and meaning are recommended. This area of grammar lends itself to role-playing and hypothetical situations, which enhance the traditional workbook and journal activities.

Outcome 4: Compare two people and/or objects using adjectives of comparison.

- Assessment Plan
 - Assessment Tool: departmentally-approved 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 demonstrate 70% mastery or better for each outcome.
- 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
19	17

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 stopped attending before the midterm, and another stopped attending immediately after the midterm.

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 024 in Winter 2018. All students who attended from the beginning of the course to the end 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 not assessed. There was an insufficient data set on the final exam to draw conclusions about success and failure.

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

N/A

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

This area was not assessed sufficiently on the final exam to make a determination of its 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.

Clearly, this needs to be included in more depth on the final exam. However, its position as a course outcome overstates its importance in the 024 curriculum. Removing it as an outcome while retaining it as an objective is recommended (see Intended Changes).

Outcome 5: Produce principle parts of one hundred irregular verbs.

- Assessment Plan
 - Assessment Tool: weekly verb quizzes
 - Assessment Date: Fall 2016
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: answer key
 - Standard of success to be used for this assessment: 70% of students will demonstrate 70% mastery or better for each outcome.
 - 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
19	17

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 stopped attending before the midterm, and another stopped attending immediately after the midterm.

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 024 in Winter 2018. All students who attended from the beginning of the semester to the end were assessed.

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

Weekly verb quizzes on 10 irregular verbs were given (sample attached).

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

All students (100%) met the standard of success for this outcome.

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

All students achieved the standard. Students learned the value of practice and repetition while preparing for these quizzes.

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.

Weekly quizzes on principal parts will continue to be given. Not only does the knowledge the students gain aid them in their English development, but this task forces regular and intensive focus, which is a valuable lesson about studying.

Outcome 6: Describe everyday life activities using a limited group of count and non-count nouns with their endings and determiners.

- Assessment Plan
 - Assessment Tool: departmentally-approved 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 demonstrate 70% mastery or better for each outcome.
 - 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
19	17

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 stopped attending before the midterm, and another stopped attending immediately after the midterm.

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 024 in Winter 2018. All students who attended the course from the beginning of the semester to the end were assessed.

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

Students were tested using multiple choice and matching questions to select appropriate noun forms, articles, determiners, and quantity words.

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: <u>Yes</u>
Of the 17 students assessed, 13 (76%) 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.

This is typically a difficult area for students; even in advanced grammar and writing classes, students continue to struggle with the concepts of countable and uncountable nouns and with the application of articles, as appropriate. The students' success in this area shows that they have digested the basics of this topic, which will be built on in future grammar and writing classes.
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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 scope and presentation of this topic appear to be appropriate for this course level. Instructors should continue to focus on using countable and uncountable nouns that are appropriate to the vocabulary of a high-beginning student, along with the attendant issues of articles and determiners.

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.

It is clear that the focus on modal verbs that was recommended in the previous assessment has had a beneficial effect on the students' learning. Continued work on modal verbs, as well as on verb tense and aspect, is recommended.
The previous report also recommended additional practice in the area of comparisons using adjectives. That area was not assessed in this cycle, but further attention should be given in making comparisons, as it is a challenging area to students in the intermediate and advanced grammar classes as well. Further practice with comparisons will help lay a better foundation for the additional work students will do with this topic in later classes.

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 is an excellent overview of the basics of English grammar. Despite the fast pace and substantial number of topics covered, students have demonstrated their ability to keep up with this information, which is due to regular and recursive practice of the topics.

The modals outcome (3) was very encouraging. Modal verbs challenge grammar students at all levels. The 024 students' success in recognizing and using modal verbs is a good foundation for later work on the topic.

The greatest challenge remains in the area of verb tense and aspect. Instructors need to continue to find new ways to present and practice these topics and to assign regular practice outside of the classroom.

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

This will be shared with departmental faculty at the Fall 2019 in-service meeting.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	<p>A change in the number and nature of the outcomes is recommended.</p> <p>Change #1: Outcomes 1, 3, and 5 should be combined. The recommended new language is this: <i>Use appropriate verb tense, aspect, and modality to describe activities, habitual</i></p>	<p>The reason for the change in the number and the nature of the outcomes is 1) to reflect course content more closely, and 2) to synchronize the language of the high-beginning grammar class (024) with its intermediate (132) and advanced (161) counterparts.</p>	2019

	<p><i>actions, situations, and events.</i></p> <p>Change #2: Outcome 2 should be rewritten as follows: <i>Make well-formed questions and respond appropriately to questions about activities, habitual actions, situations, and events affirmatively and negatively.</i></p> <p>Change #3: It is recommended that Outcome 4 (Comparisons) be demoted to a course objective rather than an outcome.</p> <p>Change #4: A minor wording change for the sake of clarity is recommended in outcome 6. The following new language is recommended: <i>Describe everyday life activities using a limited group of count and noncount nouns with appropriate number (singular, plural) and determiners.</i></p> <p>A further coordination</p>	<p>Rationale for Change #1: The other grammar classes in this track have a single outcome for verbs. It is still possible to parse this outcome to look at success rates with individual topics under the umbrella of verbs.</p> <p>Rationale for Change #2: The new language adds two important details. First, the idea of responding "appropriately" acknowledges that communication is dependent on context; an accurate answer is not always the most appropriate answer, and there may be a range of appropriate answers to a single question. Second, it incorporates the idea of affirmative and negative utterances. One of the exit criteria for students in this class is to be able to achieve 70% or better on a test of questions and negative structures. The new inclusion of negatives in the</p>	
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	<p>between the master syllabus and the internal document with course objectives employed by department instructors is recommended to maintain consistency between those documents.</p>	<p>outcome language reflects the importance of this skill.</p> <p>Rationale for Change #3: Its current inclusion as an outcome overstates its importance in the curriculum.</p> <p>Rationale for Change #4: The new wording emphasizes the students' ability to use singular and plural countable nouns as well as uncountable nouns.</p> <p>The overall impact of these changes will be a better reflection of the course content and better synchronization with other courses in the grammar track.</p>	
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

- [Outcome 1 Data](#)
- [Outcome 2 Data](#)
- [Outcome 3 Data](#)
- [Outcome 5 Data](#)
- [Outcome 6 Data](#)

[Sample Verb Quiz](#)
[024 Final Exam](#)

Faculty/Preparer: Elizabeth Foss **Date:** 06/03/2019
Department Chair: Carrie Krantz **Date:** 06/04/2019
Dean: Kimberly Jones **Date:** 07/12/2019
Assessment Committee Chair: Shawn Deron **Date:** 09/20/2019

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	024	ENG 024 04/10/2014-High Beginning ESL Grammar and Communication
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Mary Anderson
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Describe activities, habitual actions, situations, and events.

- Assessment Plan
 - Assessment Tool: departmentally approved final exam; correct use of verb tenses
 - Assessment Date: Winter 2013
 - 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 70% mastery or better for each outcome.
 - 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)
2013		

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

# of students enrolled	# of students assessed
23	22

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 stopped attending 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 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.

Verbs were tested on three exams during the semester totaling 118 points. Most questions were fill-in-the-blank or multiple choice.

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
68% of students scored at 70% or higher.

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

The students who understood the various verb tenses did very well. Half of the students scored 80% or higher. However, the weaker students had significant trouble deciding when to use the correct tense, and some even had trouble forming the tenses correctly.

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.

More practice homework with mixed verb tenses might help some, but many of the lowest scorers did not complete the homework that they had been given anyway. Since this is one of our entry level classes, one issue is that some students do not know how to study. More modeling of how to study might help some of the borderline students.

Outcome 2: Make well formed questions and respond to questions about activities, habitual actions, situations, and events.

- Assessment Plan

- Assessment Tool: departmentally approved final exam; correct use of verb tenses
- Assessment Date: Winter 2013
- 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 70% mastery or better for each outcome.
- 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)
2013		

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

# of students enrolled	# of students assessed
23	22

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 stopped coming to 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.

This was the only section of the class.

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

Students took an end-of-semester test on question and negative formation consisting of 20 questions.

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

77% of students passed the questions test with a score of 70% or higher.

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

Question formation had been a problem area in this class for many years. Since putting extra focus on questions, student performance has greatly improved.

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.

Continue to stress correct question formation with weekly practice throughout the semester.

Outcome 3: Initiate and respond to a variety of speech acts, such as invitations, suggestions, advice; requests for action, information, and permission; commands; apologies and complaints. Student will also be able to express necessity, possibility, and ability.

- **Assessment Plan**

- Assessment Tool: departmentally approved final exam; correct use of verb tenses
- Assessment Date: Winter 2013
- 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 70% mastery or better for each outcome.
- 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)
2013		

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

# of students enrolled	# of students assessed
23	22

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 stopped coming to 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.

This was the only section of this class offered.

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

Students took a final exam. Speech acts constituted 25 points on this test. Questions included multiple choice, fill-in-the-blank, and complete sentence writing.

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

64% of students passed this section with a score of 70% or above.

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

There were two basic types of questions on the exam for this outcome. One type of question required students to supply one correct modal (can/could/should, etc.) to express the meaning of the sentence. The other type required students to write a whole sentence to express the required meaning. Students were more successful when they only needed to supply one word rather than a whole sentence.

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.

This outcome covers many different speech acts. This exam heavily tested offers, requests, and advice. These include many idiomatic expressions which must be memorized. That much production of complex sentences, while helpful for communication, may be too difficult at this level. Students may need to begin with recognizing correct forms before they are able to produce them. A more balanced mix of questions that include more expressions of ability and possibility would

also make a better test.

Outcome 4: Compare two people and/or objects using adjectives of comparison.

- Assessment Plan
 - Assessment Tool: departmentally approved final exam; correct use of verb tenses
 - Assessment Date: Winter 2013
 - 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 70% mastery or better for each outcome.
 - 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)
2013		

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

# of students enrolled	# of students assessed
23	22

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 stopped attending 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.

This was the only section of the class offered.

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

Student took a final exam. 12 points of this test covered this outcome.

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

45% of students scored 70% or above.

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

This topic was covered near the end of the semester, so it was only covered on one of the three exams. The outcome was tested by two multiple choice questions and ten sentence completion questions, each of which required about three words to complete the sentence. Students were not very successful on sentence completion.

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.

Student performance could be improved by:

1. Starting to teach this topic earlier in the semester so that students have more practice.
2. Have a wider variety of questions to assess the topic.

Outcome 5: Produce principle parts of one hundred irregular verbs.

- Assessment Plan
 - Assessment Tool: weekly verb quizzes
 - Assessment Date: Winter 2013
 - Course section(s)/other population: all
 - Number students to be assessed: all students
 - How the assessment will be scored: answer key
 - Standard of success to be used for this assessment: 70% of students will demonstrate 70% mastery or better for each outcome.
 - 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)
2013		

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

# of students enrolled	# of students assessed
23	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 stopped coming to 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.

This was the only section of the class that was offered.

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

Weekly quizzes on the three forms of irregular verbs.

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
95% of students scored an average of 70% or higher on weekly quizzes.

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

Students were successful in learning the required irregular verbs. For some students who did not come from an academic background, it demonstrated to them the value of studying, and the satisfaction 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.

The class should continue to have a weekly component of irregular verb quizzes.

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 surprised by the high correlation between the questions outcome and overall success in the class. All students who passed the separate questions test also passed the class except for one student. This could be because learning how to correctly form questions requires intensive studying, so those students who knew how to study passed both tests. On the other hand, it could also be that learning how to form questions requires students to carefully observe word order. Those who learn to do that might find that the skill transfers to other aspects of grammar.

I knew that students generally have trouble with speech acts (modal verbs), but I hadn't realized just how much trouble they were having until I analyzed the data. I realize that I need to spend even more time on this topic, along with comparisons. I will also include a broader range of question types, especially in these two areas.

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

I will be teaching this class again this fall, so I will implement these changes, analyze the success of the changes, and share it with other teachers who teach this class.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Objectives	We will look at making the course objectives more specific as well as standardizing the language between our three ESL grammar courses.	We have a separate document for what is covered in this class. Not all of the objectives on this separate document are included in the official course objectives. We want to coordinate these two documents to make our objectives more consistent.	2014

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

III. Attached Files

Exam on Question Formation

Exam 1

Exam 2

Test 3

Sample Verb Quiz

Faculty/Preparer: Mary Anderson **Date:** 07/08/2014

Department Chair: Carrie Krantz **Date:** 07/17/2014

Dean: Dena Blair **Date:** 07/28/2014

Assessment Committee Chair: Michelle Garey **Date:** 09/18/2014

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ENG024
 Course Title: High Beginning ESL Grammar and Communication
 Division/Department Codes: HSS

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2009
 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.
 32/32 who completed the course.

6. Describe how students were selected for the assessment. All students who completed the course.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 NA

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
 1. Students will describe activities, habitual actions, situations and events.
 2. Students will ask and respond to questions about activities, habitual actions, situations and events.
 3. Students will initiate and respond to a variety of speech acts including: invitations, suggestions, advice, requests for action, information, and permission; commands, apologies and complaints. Students will also be able to express necessity, possibility, and ability.
 4. Students will compare two people and/or objects using adjectives of comparison.

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.*
 Over all, the objectives of the course are being met.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. The standard of success is generally 70% on the relevant questions.

<i>Outcome</i>	<i>#1</i>	<i>#2</i>	<i>#3</i>	<i>#4</i>
<i>Total pts on topic</i>	<i>14</i>	<i>20</i>	<i>10</i>	<i>10</i>
<i>Success Level (pts)</i>	<i>9.5</i>	<i>14</i>	<i>7</i>	<i>7</i>
<i>No. of Students who achieved success level</i>	<i>24</i>	<i>27</i>	<i>24</i>	<i>24</i>

COURSE ASSESSMENT REPORT

<i>Outcome</i>	<i>#1</i>	<i>#2</i>	<i>#3</i>	<i>#4</i>
<i>% of Students who achieved req. level of success</i>	<i>75%</i>	<i>84%</i>	<i>75%</i>	<i>75%</i>

5. *In every case, students were to demonstrate mastery of the item at the 70% level.*
 Outcome #1 refers to the students' command of verbs. Not surprisingly, the students were better at recognizing (81% achieved the requisite level of mastery) than producing (63%) the correct forms. When the numbers were aggregated, 75% of the students demonstrated the required level of mastery.
 Outcome #2 refers to questions formation. 84% of the students did well in this area.

Outcome #3 refers to speech acts and notions. On this test, ability and advice were tested. Because of the small sample, The statistics are a bit weird. If each item is considered separately, the required level of competence is not achieved (ability = 63%, advice = 69%) but if the numbers are aggregated, 75 % students demonstrate mastery at the required level.

Outcome #4 refers to the students' ability to use comparative structures. 75% of the students demonstrated mastery.

6. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
 Strengths: Students did very well with comparative structures and questions formation.
 In the past, we have not emphasized question formation enough. As a department, we decided that this area was critical, and as a result, the students performed quite well.

Although students clearly recognize the correct verb tenses, they have trouble coming up with the forms on their own. This is not a surprise, and we will continue to address this in both this class and subsequent classes. There is always a time lag between "learning" and "acquiring."

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.
 NA Changes were made prior to the formal assessment.
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:

COURSE ASSESSMENT REPORT

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. The final exam is a reasonable measure of student success.

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: _____ Winter 2012_____.

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

Submitted by:

Print: Susan Glowski _____ Signature *Susan Glowski* _____ Date: 7/16/09
Faculty/Preparer
Print: Carrie Krantz _____ Signature *Carrie Krantz* _____ Date: 7/20/09
Department Chair
Print: *[Signature]* _____ Signature *Bill Abernethy* _____ Date: AUG 13 2009
Dean/Administrator