### Course Outcomes

In the boxes below, summarize the outcomes assessed in your course during the year.

### Assessment Measures

In the boxes below, summarize the methods used to assess course outcomes during the last year.

### Assessment Results

In the boxes below, summarize the results of your assessment activities during the last year.

### Use of Results

In the boxes below, summarize how you are or how you plan to use the results to improve student learning.

### Effect on Course

Based on the results of this assessment, will you revise your outcomes? If so, please summarize how and why in the boxes below:

#### Outcome #1

**Students will write well-developed, organized, and grammatically correct paragraphs and essays.**

Paragraph and essay writing ability will be measured by writing assignments evaluated by college faculty using rubrics that incorporate College ESL program standards.

Students were given a timed 75-minute writing assignment at the end of the semester. The assignment was evaluated by college faculty using rubrics incorporating College ESL program standards with ratings from 1 to 5:

- **1 = Very Weak**
- **2 = Marginal**
- **3 = Adequate**
- **4 = Strong**
- **5 = Superior**

Structure and Organization had a mean composite score of 4.03, which generally equates to a rating of “Strong”. The greatest number of students (i.e. 33%) received a score of 4 out of 5, and almost one-fifth of the students received a perfect score of 5. Nevertheless, close to one-fourth of the students received a score of 3 out of 5. Paragraph Development had a mean composite score of 4.02; the majority of students received scores of 4 and 4.5, 29% respectively. Mechanics and Grammar had a mean composite score of 3.57 and showed the strongest distribution of students from scores 3 to 4.5, between 19-29% of students getting each rating; the majority of students

Students are successfully demonstrating the outcomes of ENG 112D related to Structure and Organization, Paragraph Development, Mechanics and Grammar, and Sentence Structure and Word Usage; each of these categories had a mean composite score between 3.57 and 4.03 out of 5. There are, however, about 25% of students rating at 3 (i.e. “Adequate”) in Structure and Organization, Mechanics and Grammar, and Sentence Structure and Word Usage. The ESL Committee will prepare strategies to improve student learning in these areas (i.e. teaching workshops). Perhaps there is a need for additional assessment tools; namely, student exercises and
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Division/Unit: Liberal Arts/English  
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Academic Year: 2013-2014

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<td>The categories being evaluated were Paragraph Development and Coherence, Essay Structure and Organization, Mechanics and Grammar, and Sentence Structure and Word Usage.</td>
<td>scored either 3.5 (29%) or 3 (24%). Sentence Structure and Word Usage, with a mean composite score of 3.76, showed a balanced distribution of scores at the higher end of the scale; 94% of the students scored between 3 and 5. Respectively, scores of 3 and 4 were given to 24% of the students and scores of 3.5 and 4.5 to 19% of the students. 10% of the students received a perfect score of 5.</td>
<td>assignments that are prepared through a process of drafts. The latter are likely to show better form than those done extemporaneously. It is worth considering an assessment tool that allows for comparison of pre-test and post-test skills, not only post-test skills.</td>
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Please enter your name and date below to confirm you have reviewed this report:

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<tr>
<td>Department Chair/Coordinator/Director</td>
<td>Armida Fruzzetti</td>
<td>6/13/2014</td>
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<td>Dean</td>
<td>Armida Fruzzetti</td>
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<td>6/25/2014</td>
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