

## Course Outcome Guide

**Course/Program Title:** ESL-100

**Date:** Spring 2015

**Course/Program Team:** Sonjurae Cross

### Expected Learning Outcomes

1. Increase reading fluency and comprehension
2. Demonstrate awareness of process writing and develop academic writing ability
3. Improve and advance sentence-level skills
4. Employ critical thinking skills to thoroughly develop and support ideas

### Assessment

Throughout the semester, all ESL 100 Beginning Composition students are required to complete the same number of writing assignments, summary and paraphrase, and skill drill activities. They are also expected to complete differentiated instructional reading activities.

Additionally, each student completes common pre and post assessments to demonstrate final achievement of student learning outcomes

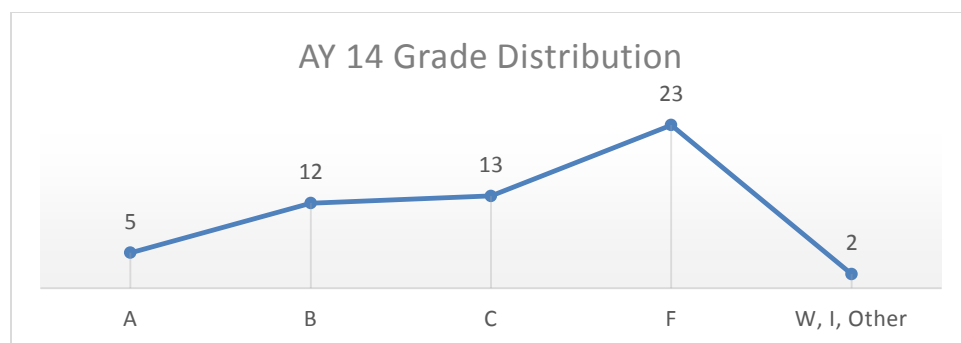
Measurement	Outcome being measured	Direct or indirect	Data Collection	
			Who	Where/When
Post Reading Placement Appraisal	1, 4	Direct	All ESL-100 Students	Embedded in course
Accuplacer WritePlacer	2, 3, 4	Direct	All ESL-100 Students	Embedded in course
MWL Mastery Check	2, 3	Direct	All ESL-100 Students	Embedded in course

### Validation

- The Accuplacer WritePlacer exam is a nationally accepted academic placement standard for Writing courses.
- 100% of the ReadingPlus and MyWritingLab assessments serves as a measure of one or more individual course content objectives and overall student learning outcomes, specifically reading fluency and comprehension and sentence-level skills. Pre and post performance data from these assessments is collected for analysis.

## Results

ESL-100 SLOA Summary					
Outcome	Assessment	Desired Result	Actual 14/SU	Actual 14/FA	Actual 15/SP
<b>Outcome 1:</b> Increase reading fluency and comprehension	Post Reading Placement Appraisal	70% of students will increase Average Reading Level	50.0% (n=8)	64.7% (n=17)	83.3% (n=18)
<b>Outcome 2:</b> Demonstrate awareness of process writing and develop academic writing ability	WritePlacer	70% of students will pass the WritePlacer	55.5% (n=9)	60.0% (n=20)	84.2% (n=19)
<b>Outcome 3:</b> Improve and advance sentence-level skills	Post Reading Placement Appraisal	70% of students will increase Average Reading Level	50.0% (n=8)	64.7% (n=17)	83.3% (n=18)
	MWL Mastery Check	70% of students will pass the MWL Mastery Check with a 70% or higher	71.4% (n=7)	83.3% (n=18)	83.3% (n=18)
	WritePlacer	70% of students will pass the WritePlacer	55.5% (n=9)	60.0% (n=20)	84.2% (n=19)
<b>Outcome 4:</b> Employ critical thinking skills to thoroughly develop and support ideas	Post Reading Placement Appraisal	70% of students will increase Average Reading Level	50.0% (n=8)	64.7% (n=17)	83.3% (n=18)



## Follow-up

### A. Grade Distribution

- a. Of the 55 students registered for the course, less the 2 W, I, Other students, there were 30 out of 53 successful completers (56.6%).

- b. Fs
        - i. 9 of the 53 (16.9%) students who received an F did not complete the course activities
        - ii. 14 of the 53 students (26.4%) did complete the course with an “honest F.”
- B. Assessment Results
  - a. Reading
    - i. The average score for the reading assessment improved by 1.3 from a pretest grade level of 7.6. to a post test level of 8.9.
    - ii. Of the 43 students who took the pre and post reading assessment, 30 students (69.7%) did show improvement in their score.
    - iii. However, only 28/43 (65.1%) received an on-target score of 8.4+. While this score is not abysmal as our goal is 70% success, at the start of the semester there were 24 out of 50 (48%) students who were already at the target level.
    - iv. This suggests that there is not enough reading instruction going on in the class to supplement use of the current reading program.
  - b. Sentence Level Skills
    - i. The average score for the sentence level skills assessment improved by 4.4% from a pretest average of 73.1. to a post test average of 77.5.
    - ii. Of the 35 students who completed both the pre and post assessment, 27 students (77.1%) did show improvement in their score.
    - iii. At the beginning of the semester, 60.5% of students achieved a passing score on the sentence skills pre-assessment (23/38). At the end of the semester, 81.2% (36/44) students achieved a passing score, exceeding our goal of 70%.
  - c. Writing- of the 44 students who took the Writing assessment at the end of the semester, 23 (52.3%) placed into ENG-101 without qualifications. 10 (22.7%) students were eligible for a conditional pass with 6 of these awarded (13.6%).

In general, the number of students achieving desired results has increased from one semester to the next this academic year. The strongest area is clearly with the sentence level mechanics and grammar. The assessments in this area show positive results and the goal is to maintain these results. The weakest area is definitely reading. One reason for this may be the use of reading speed to calculate an overall proficiency index, which is almost automatically detrimental for non-native speakers of the language.

The Spring 2015 semester is the last semester that ESL students will use the ReadingPlus program. Beginning in the Fall 2015, ESL 100 students will be using the MySkillsLab Integrated (Reading/Writing) software that allows for better integration of reading and writing instruction in homework, quiz, and test activities both in the classroom and off-site. With more actual instruction on reading skills versus just reading comprehension practice, there should be more noticeable increases in the Fall. In addition, relying on a mash of Lexile levels and Flesch-Kincaid grade level scores throughout the semester and as final assessments of reading level and text production complexity will 1) removed the perceived deficit of speed as an assessment factor, and 2) make the pedagogy governing the tools of assessment, as well as the assessments themselves, more readily available to students and instructors.

**Budget Justification:** No additional resources or funding necessary at this time.

## Appendix A Writing Path Builder (Short Version)

Total Questions: 55

#	Question ID	Objective
1	W1.2 Diagnostic Q-1	Identify the understood or implied "you" as a subject.
2	W1.2 Diagnostic Q-2	Identify complete verbs.
3	W1.3 Recall Q-244	Identify the correct use of determiners with nouns.
4	W1.4 Recall Q-212	Identify pronouns and their antecedents.
5	W1.4 Recall Q-256	Identify demonstrative pronouns.
6	W1.7 Recall Q-72	Identify the correct use of the present perfect tense.
7	W1.7 Recall Q-58	Identify the correct use of the present progressive tense.
8	W1.8 Recall Q-25	Differentiate between regular verbs and irregular verbs.
9	W1.8 Recall Q-33	Differentiate between regular verbs and irregular verbs.
10	W1.10 Recall Q-210	Use adjectives after linking verbs; use adverbs to modify verbs, adjectives, and adverbs.
11	W1.10 Recall Q-148	Avoid double negatives.
12	W1.11 Recall Q-25	Identify the correct prepositions to use with certain words, phrases, or expressions.
13	W2.2 Recall Q-206	Avoid dependent clause fragments.
14	W2.2 Diagnostic Q-2	Avoid relative clause or missing subject fragments.
15	W2.3 Recall Q-9	Identify two complete sentences joined with a comma and a coordinating conjunction.
16	W2.3 Recall Q-12	Correct run-ons by turning one sentence into a dependent clause.
17	W2.4 Recall Q-204	Explain how singular and plural verbs agree with their subjects.
18	W2.4 Recall Q-72	Identify which singular and plural indefinite pronouns require singular or plural verbs.
19	W2.4 Diagnostic Q-3	Maintain agreement when joining a compound subject with "or" or "nor. "
20	W2.5 Recall Q-17	Use the past tense correctly.
21	W2.5 Diagnostic Q-3	Use the present tense correctly.
22	W2.6 Recall Q-202	Use the correct form of pronouns that function as subjects.
23	W2.6 Diagnostic Q-3	Use the correct form of pronouns that function as objects.
24	W2.7 Recall Q-83	Identify which pronouns must refer to a specific antecedent.
25	W2.7 Diagnostic Q-2	Maintain a consistent point of view with pronouns.
26	W2.8 Recall Q-201	Maintain agreement when using pronouns with singular and plural antecedents.
27	W2.8 Diagnostic Q-2	Maintain agreement when using pronouns with singular and plural antecedents.
28	W2.9 Recall Q-90	Avoid using misplaced modifiers.
29	W2.9 Diagnostic Q-3	Avoid using misplaced modifiers.
30	W2.10 Recall Q-89	Use the same grammatical form for all the elements in a series.
31	W2.10 Diagnostic Q-2	Express parallel or contrasting ideas presented as pairs using the same grammatical form.
32	W2.1 Recall Q-244	Use subordinating conjunctions in complex and compound-complex sentences.

33	W3.1 Recall Q-205	Use a comma before a coordinating conjunction that joins two independent clauses.
34	W3.1 Recall Q-226	Avoid unnecessary commas.
35	W3.1 Diagnostic Q-1	Use a comma between coordinate adjectives but not between cumulative adjectives.
36	W3.2 Recall Q-65	Use periods correctly in complete declarative sentences and indirect questions.
37	W3.2 Recall Q-63	Use a question mark at the end of a direct question.
38	W3.3 Recall Q-84	Use other punctuation correctly with quotation marks.
39	W3.3 Diagnostic Q-4	Use other punctuation correctly with quotation marks.
40	W3.4 Recall Q-23	Identify the correct use of semicolons.
41	W3.4 Diagnostic Q-3	Identify the correct use of semicolons.
42	W3.5 Recall Q-217	Avoid using apostrophes with possessive pronouns.
43	W3.5 Recall Q-83	Identify the correct use of apostrophes with contractions.
44	W3.7 Recall Q-218	Identify the correct use of capitalization with geographic regions.
45	W3.7 Diagnostic Q-3	Identify the correct use of capitalization for proper nouns.
46	W3.8 Recall Q-55	Identify the correct spelling of commonly misspelled words.
47	W3.8 Diagnostic Q-8	Identify correct spellings and common spelling rules (e.g., prefixes and suffixes).
48	W4.1 Recall Q-42	Differentiate between standard and nonstandard English for formal and informal writing.
49	W4.1 Recall Q-214	Identify the rhetorical function and purpose of style and tone.
50	W4.2 Recall Q-74	Identify the correct use of confusing word pairs.
51	W4.2 Recall Q-69	Identify the correct use of homophones.
52	W4.3 Recall Q-205	Combine sentences and use subordination for rhetorical effectiveness.
53	W4.3 Recall Q-87	Vary sentences by adding introductory words or phrases, reordering words, or changing purpose.
54	W4.4 Recall Q-201	Avoid redundancy.
55	W4.4 Recall Q-238	Avoid redundancy.

## Appendix B Writing Mastery Check (Short Version)

Total Questions: 55

#	Question ID	Objective
1	W5.2 Diagnostic Q-3	Identify simple subjects.
2	W5.2 Diagnostic Q-4	Identify complete verbs.
3	W5.3 Recall Q-245	Identify the correct use of determiners with nouns.
4	W5.4 Recall Q-213	Identify pronouns and their antecedents.
5	W5.4 Recall Q-241	Identify reflexive pronouns.
6	W5.7 Recall Q-81	Identify the correct use of the present perfect tense.
7	W5.7 Recall Q-59	Identify the correct use of the present progressive tense.
8	W5.8 Recall Q-209	Identify correct forms of "do."
9	W5.8 Recall Q-29	Differentiate between regular verbs and irregular verbs.
10	W5.10 Recall Q-212	Use adjectives after linking verbs; use adverbs to modify verbs, adjectives, and adverbs.
11	W5.10 Recall Q-150	Avoid double negatives.
12	W5.11 Recall Q-26	Identify the correct prepositions to use with certain words, phrases, or expressions.
13	W6.2 Recall Q-2	Avoid afterthought fragments.
14	W6.2 Diagnostic Q-4	Avoid relative clause or missing subject fragments.
15	W6.3 Recall Q-10	Identify two complete sentences joined with a comma and a coordinating conjunction.
16	W6.3 Recall Q-13	Correct run-ons by turning one sentence into a dependent clause.
17	W6.4 Recall Q-1	Explain how singular and plural verbs agree with their subjects.
18	W6.4 Recall Q-65	Identify which singular and plural indefinite pronouns require singular or plural verbs.
19	W6.4 Diagnostic Q-4	Explain that a verb agrees with the subject even when the verb comes before the subject.
20	W6.5 Recall Q-41	Use the past tense correctly.
21	W6.5 Diagnostic Q-5	Use the active voice instead of the passive voice.
22	W6.6 Recall Q-204	Use the correct form of pronouns that function as subjects.
23	W6.6 Diagnostic Q-5	Use the correct form of pronouns that function as objects.
24	W6.7 Recall Q-88	Identify which pronouns must refer to a specific antecedent.
25	W6.7 Diagnostic Q-4	Maintain a consistent point of view with pronouns.
26	W6.8 Recall Q-204	Maintain agreement when using pronouns with singular and plural antecedents.
27	W6.8 Diagnostic Q-3	Maintain agreement when using pronouns with singular and plural antecedents.
28	W6.9 Recall Q-89	Avoid using misplaced modifiers.
29	W6.9 Diagnostic Q-4	Avoid using dangling modifiers.
30	W6.10 Recall Q-81	Use the same grammatical form for all the elements in a series.
31	W6.10 Diagnostic Q-5	Express parallel or contrasting ideas presented as pairs using the same grammatical form.

32	W6.1 Recall Q-28	Use subordinating conjunctions in complex and compound-complex sentences.
33	W7.1 Recall Q-206	Use a comma before a coordinating conjunction that joins two independent clauses.
34	W7.1 Recall Q-227	Use commas to set off nonrestrictive clauses, phrases, and appositives.
35	W7.1 Diagnostic Q-3	Use commas between the items in a series as well as with city and state names.
36	W7.2 Recall Q-66	Use periods correctly in complete declarative sentences and indirect questions.
37	W7.2 Recall Q-64	Use a question mark at the end of a direct question.
38	W7.3 Recall Q-88	Use other punctuation correctly with quotation marks.
39	W7.3 Diagnostic Q-3	Use other punctuation correctly with quotation marks.
40	W7.4 Recall Q-20	Identify the correct use of semicolons.
41	W7.4 Diagnostic Q-4	Identify the correct use of dashes.
42	W7.5 Recall Q-215	Avoid using apostrophes with possessive pronouns.
43	W7.5 Recall Q-67	Identify the correct use of apostrophes with contractions.
44	W7.7 Recall Q-219	Identify the correct use of capitalization with geographic regions.
45	W7.7 Diagnostic Q-5	Identify the correct use of capitalization with the titles of literary works and songs.
46	W7.8 Recall Q-90	Identify the correct spelling of commonly misspelled words.
47	W7.8 Diagnostic Q-3	Identify the correct spelling of commonly misspelled words.
48	W8.1 Recall Q-1	Differentiate between Standard and Nonstandard English for formal and informal writing.
49	W8.1 Recall Q-215	Identify the rhetorical function and purpose of style and tone.
50	W8.2 Recall Q-73	Identify the correct use of confusing word pairs.
51	W8.2 Recall Q-80	Identify the correct use of homophones.
52	W8.3 Recall Q-206	Combine sentences and use subordination for rhetorical effectiveness.
53	W8.3 Recall Q-83	Vary sentences by adding introductory words or phrases, reordering words, or changing purpose.
54	W8.4 Recall Q-235	Avoid redundancy.
55	W8.4 Recall Q-239	Avoid redundancy.

## Appendix C Grade Distribution

Page 1 of 4

### ESL-100 Grade Distribution

		Total	A	B	C	D	F	W, I, Other	Success	Completer Success
2014-2015 Summary		55	9.09% (n=5)	21.82% (n=12)	23.64% (n=13)	0.00% (n=0)	41.82% (n=23)	3.64% (n=2)	54.55% (n=30)	56.60%
Full-time Faculty:Adjunct Faculty Breakout										
		Total	A	B	C	D	F	W, I, Other	Success	Completer Success
14/SU	Faculty	9	0.00% (n=0)	11.11% (n=1)	44.44% (n=4)	0.00% (n=0)	44.44% (n=4)	0.00% (n=0)	55.56% (n=5)	55.56%
14/FA	Faculty	12	8.33% (n=1)	25.00% (n=3)	25.00% (n=3)	0.00% (n=0)	33.33% (n=4)	8.33% (n=1)	58.33% (n=7)	63.64%
14/FA	Adjunct	13	7.69% (n=1)	0.00% (n=0)	7.69% (n=1)	0.00% (n=0)	76.92% (n=10)	7.69% (n=1)	15.38% (n=2)	16.67%
15/SP	Adjunct	21	14.29% (n=3)	38.10% (n=8)	23.81% (n=5)	0.00% (n=0)	23.81% (n=5)	0.00% (n=0)	76.19% (n=16)	76.19%

\*Completer success excludes W,I, Other



## Appendix D GD:Assessments Summaries



Monday, July 06, 2015

### 14/SU ESL-100 Assessment Data

#### *Improvement Data*

	Reading	Sentence Level Skills
<b>Summary</b>	8/50%	8/75%
V01	8/4	8/6

#### *Pass/Fail Data*

	ReadingPlus		MWL Mastery Check			Exit Writing		
	Passed	Failed		Passed	Failed		Passed	Failed
	Passed	Failed	Passed	Failed	Failed	Passed	Failed	Failed
Course	3	2	5	0		2	3	
	2	1	1	2		0	3	



Monday, July 06, 2015

14/FA ESL-100 Assessment Data

*Improvement Data*

	Reading	Sentence Level Skills
<b>Summary</b>	17/64.71%	18/55.56%
01	10/9	10/10
W01	7/2	8/0

*Pass/Fail Data*

	ReadingPlus		MWL Mastery Check		Exit Writing	
	Passed	Failed	Passed	Failed	Passed	Failed
	Passed	Failed	Passed	Failed	Passed	Failed
Course	7	2	8	1	8	1
	6	2	7	2	0	8



Monday, July 06, 2015

15/SP ESL-100 Assessment Data

*Improvement Data*

	Reading	Sentence Level Skills
<b>Summary</b>	18/83.33%	18/61.11%
01	5/4	5/2
02	13/11	13/9

*Pass/Fail Data*

Course	ReadingPlus			MWL Mastery Check			Exit Writing		
		Passed	Failed		Passed	Failed		Passed	Failed
	Passed	13	3	Passed	14	2	Passed	13	3
	Failed	2	0	Failed	1	1	Failed	0	3