County College of Morris
ACADEMIC OUTCOMES ASSESSMENT SUMMARY FORM

Please complete a separate form for each department and each program. Summary forms are due each year on June 15. Completed forms should be submitted electronically to Academicaffairs2@ccm.edu and to your division

ACADEMIC YEAR: 2022-2023
DEPARTMENT: Languages & ESL
PROGRAM: ESL
SUBMITTED BY: James Hart
PERSON RESPONSIBLE FOR ASSESSMENT: James Hart

PART ONE
What was our plan? **Describe the department/program assessment plan you employed over the past year.**

The English as a Second Language (ESL) program assesses learning outcomes at all three levels of its writing courses (ESL Writing I, ESL Writing II, and ESL Writing III) and level II of its reading course (ESL Reading II). The following report will detail the outcomes assessment instruments, summarize their results, and make an interpretation of these results. The results are described in terms of a percentage of correct answers — or "score." The ELA, or Expected Level of Achievement, of the ESL program is as follows: a score of 70%-79% is considered "good," 80%-89% "very good," and more than 90% "excellent." A score less than 70% indicates an area of improvement and may warrant an investigation.

The following are the learning outcomes for ESL 019 — ESL Reading II:

Upon successful completion of the course, students will be able to:
- Demonstrate active and passive knowledge of college-level vocabulary as learned during the semester.
- Demonstrate level-appropriate ability to understand vocabulary in context and/or investigate meaning.
- Read and comprehend academic passages.
- Employ new vocabulary and reading skills to produce complex textual analysis and discussion.
- Demonstrate in writing and speech an understanding of American culture and customs appropriate to their reading level.

The Reading II outcomes are assessed using an internally-developed test that consists of a multiple-choice exam of 50 questions divided into five categories: "Reading Comprehension," "Vocabulary in Context — Based on Reading," "Vocabulary in Context," "Synonyms," and "Antonyms." The percentage of correct answers in each category indicates the strengths and weaknesses of the students of the course. Historically, the test was delivered as a paper-based assessment during class time, and it was graded by the faculty member of the course in which the test was administered. However, the test was moved completely to Blackboard in 2020-2021 to make remote access much easier. The test continues to be administered on Blackboard

for the current 2022-2023 academic year, and it is administered at the end of the fall and spring semesters. Faculty have the option of allowing students to take the assessment remotely outside of class time; however, this year, faculty were encouraged to take their classes to the Language Lab during class time to increase the sample size. The test does not count towards the students' final grades.

The following are the learning outcomes for ESL Writing I, ESL Writing II, and ESL Writing III:

ESL 017 — ESL Writing I:
Upon successful completion of the course, students will be able to:
- Write discrete narrative and descriptive paragraphs.
- Analyze their writing to revise for correct paragraph structure.
- Examine writing for correct grammar and sentence structure learned during the semester.
- Employ college-level vocabulary.
- Produce writing with accurate mechanics.
- Evaluate peer writing for correct paragraph structure, sentence structure, grammar, mechanics, and vocabulary learned during the semester.
- Demonstrate a cultural awareness of the United States appropriate to the paragraph topic.

ESL 020 — ESL Writing II:
Upon successful completion of the course, students will be able to:
- Write three-paragraph narrative and descriptive essays.
- Analyze writing to revise for correct paragraph and essay structure.
- Edit writing for correct grammar and sentence structure learned during the semester.
- Employ college-level vocabulary in their writing.
- Produce writing with accurate mechanics learned during the semester.
- Evaluate peer essays for correct essay structure, sentence structure, grammar, mechanics, and vocabulary learned during the semester.
- Demonstrate in their essays a cultural awareness of the United States appropriate to the essay topic.

ESL 033 — ESL Writing III:
Upon successful completion of the course, students will be able to:
- Demonstrate knowledge of grammar terminology.
- Correctly identify Standard English grammar rules, punctuation, and mechanics.
- Discriminate between standard and non-standard English vocabulary usage.
- Write three-paragraph essays that are coherent, unified, and grammatically correct.
- Analyze their writing to revise for correct grammar, sentence structure, punctuation, mechanics, unity, and coherence.
- Employ college-level vocabulary in their writing.
- Demonstrate in their essays a cultural awareness of the United States.
- Pass the English Department's grammar and writing exam.

The outcomes for each of the writing courses are assessed using two instruments:
- Grammar: an internally-developed, computer-based, 50-question, multiple-choice test for Writing I and II, and an internally-developed, computer-based, 34-question test for

Writing III. Historically, these tests were delivered during class time in the Language Lab on Blackboard. However, since AY2020-2021, students have been asked to take the grammar test on Blackboard outside of class time when their schedules permit. This year, faculty were encouraged to take their classes to the Language Lab during class time to increase the sample size. In addition, the Writing III grammar test was re-written in December 2019, and this version of the test continues to be used. In this new test, the number and type of questions remained the same; their presentation was modified to align with accumulated changes in the delivery of Writing III over the past several years. The grammar test is taken at the end of the fall and spring semesters.

- Writing: a holistic evaluation by the full-time ESL faculty in which the faculty reads the writing section of the final exam for each course in the fall and spring semesters and rates the students' performance in six skills areas:
  1. Paragraph or Essay Structure
  2. Sentence Structure
  3. Grammar
  4. Mechanics
  5. Academic Vocabulary
  6. Spelling

The results of the reading, grammar, and writing assessments, and the conclusions derived from them, are accessible to all full-time faculty on the server and discussed at the first departmental meeting of the year in the fall semester. Faculty members, in turn, decide on how to incorporate in their syllabi and instructional materials the recommendations contained in the final assessment report.

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PART TWO
What were this year's results? **Present and reflect on the outcomes of implementing the assessment plan detailed in PART ONE above.**

SUMMARY OF ALL COURSES
Average scores on the multiple-choice grammar and reading assessments for the current academic year are between **57.76%** and **88.24%.** Last year, these scores were between 60.46% and 86.63%. As with last year, the lowest score is from Writing III (57.76%), and it falls below the threshold of "good" according to the department's ELA, which suggests that students are struggling with grammar concepts in this course. However, Writing III is the only course in which the success rate in grammar is below the ELA. The grammar score for Writing I is a tremendous improvement from last year (74.40% compared to 63.99% in 2021-2022), and the grammar score for Writing II is 88.24%, which is slightly higher than last year. The score for the reading assessment was 78.05%, which is slightly lower than last year, but within the range of "good" according to the ELA. Most students received scores between 67%-100% on the writing assessments, indicating "good," "very good," or "excellent" achievement. The only outlier was in the writing category of "Grammar" in Writing III, where 67% of the essays were rated as "strong."

READING II
The overall success rate for students in Reading II during the 2022-2023 academic year was **78.05%.** This is a slight decrease from last year when the success rate was 81.29%, but it is consistent with average. Over the past seven years, the success rate has ranged from 77.90% to 85.00%, with an average of 80.14% (with one outlier in 2018-2019).

When the data are examined by category (see Table 1), students' performance decreased slightly—or remained about the same--across all areas when compared to last year. The biggest decrease was in the area of "Vocabulary in Context – Based on Reading." The success rate in this area went from 86.50% to 78.00%. This is not a surprise since historically, this has been the weakest area. Nonetheless, this area still meets the level of "good," which indicates that the learning outcome of "Demonstrate level-appropriate ability to understand vocabulary in context and/or investigate meaning" is being met. The strongest area continues to be "Vocabulary in Context." This year, students scored 87.70% in this area, which is typical. Students historically score between 80%-88% in "Vocabulary in Context" except for 2016-2017 when they scored 94%.

This academic year's assessment was taken by 40 students, which is almost double last year's 25, and much better than the previous year's 18. The results are shared with the faculty members each academic year during the first department meeting of the fall semester. Students can see their results after the assessment.

Table 1: Percentage of Correct Answers for Reading II Assessment Per Question Category from 2016 to 2023

Question Category	2015-2016 % Correct Answers	2016-2017 % Correct Answers	2017-2018 % Correct Answers	2018-2019 % Correct Answers	2020-2021 % Correct Answers	2021-2022 % Correct Answers	2022-2023 % Correct Answers
I. Reading Comprehension	76%	83%	84%	70.74%	70.00%	71.00%	71.45%
II. Vocab. in Context—based on Reading	75%	79%	70%	64.44%	72.00%	86.50%	78.00%
III. Vocab. in Context	88%	94%	83%	80.93%	85.00%	88.25%	87.70%
IV. Sight Vocab., Synonyms	83%	87%	82%	69.07%	84.55%	83.80%	81.85%
V. Sight Vocab., Antonyms	78%	82%	74%	66.48%	77.95%	76.90%	71.25%
Overall	80%	85%	78.6%	70.33%	77.90%	81.29%	78.05%

WRITING I

The overall success rate of the Writing I multiple-choice grammar assessment test for all categories was **77.45%**, which is a marked improvement from last year's 63.99%, and the highest score since 2017-2018 (see Table 2). This current score is "good" according to the ELA, indicating that, overall, students successfully achieved the course outcomes related to grammar, punctuation, and mechanics.

In breaking down the data according to category (see Table 2), a more nuanced perspective emerges with respect to the grammar areas in which students are succeeding. Students meet the ELA in seven out of the 12 categories (58%): "Noun or Pro. Object," "Contractions," "Verb Tense," "Articles," "Noun-Pro. Agreement," "Adjectives," and "Prepositions." Students did not meet the ELA in: "Syntax," "Verb Structure," "Subj.-Verb Agreement," "Count-Noncount Nouns," and "Adverbs." This suggests that students are achieving the following course outcome:
- Produce writing with accurate mechanics

This also suggests that students are mostly achieving the following course outcomes:
- Examine writing for correct grammar and sentence structure
- Evaluate peer writing for correct paragraph structure, sentence structure, grammar, mechanics, and vocabulary

Table 2: Percentage of Correct Answers for the Writing I Multiple Choice Grammar Assessment by Question Category by Year

Question Category	2017-2018 % Correct Answers	2018-2019 % Correct Answers	2020-2021 % Correct Answers	2021-2022 % Correct Answers	2022-2023 % Correct Answers
Syntax	70.90	69.80	80.10	68.50	68.00
Noun or Pro. Object	83.50	74.00	79.00	75.83	100.00

Contractions	78.00	73.33	75.67	67.50	80.00
Verb Tense	68.79	68.13	74.75	58.34	80.00
Articles	66.50	70.50	90.00	32.50	80.00
Noun-Pro. Agreement	69.17	67.50	65.67	64.17	100.00
Verb Structure	67.15	67.58	67.15	61.79	68.57
Subj.-V. Agreement	61.67	71.34	60.00	58.34	66.67
Adjectives	77.50	82.50	56.50	87.50	80.00
Prepositions	62.17	65.50	79.00	69.17	93.33
Count-Noncount Nouns	55.43	57.79	59.57	54.29	62.86
Adverbs	68.25	66.50	46.50	70.00%	50.00
Overall	**69.09**	**69.54**	**69.49**	**63.99**	**77.45**

Unfortunately, there is no writing assessment data for Writing I for FA22. The students' final essays were not collected at the end of the Fall 2022 semester, and by the time the faculty were ready to analyze and compile the data, the adjunct had already disposed of the writing.

WRITING II
The students' average score on the multiple-choice grammar assessment was **88.24%**. This is comparable to last year's 86.63%.

As with Writing I, breaking down the data according to category (see Table 4) gives a more nuanced perspective with respect to the grammar areas in which students are succeeding or need help. Students meet the ELA in 15 out of the 17 categories (88%). The two categories in which the students did not meet the ELA were "Parallel Structure" and "Adjectives." This is consistent with previous years' results.

Overall, as Table 4 shows, success rates have been maintained from last academic year and suggests that the following learning outcomes are continuing to be met satisfactorily:
- Edit writing for correct grammar and sentence structure
- Produce writing with accurate mechanics
- Evaluate peer essays for correct essay structure, sentence structure, grammar, mechanics, and vocabulary

Table 4: Percentage of Correct Answers for the Writing II Multiple Choice Grammar Assessment by Question Category by Year

#	Question Category	2017-2018 % Correct Answers	2018-2019 % Correct Answers	2020-2021 % Correct Answers	2021-2022 % Correct Answers	2022-2023 % Correct Answers
1	Syntax	97.00	98.50	96.67	100.00	100.00
2	Consistency	95.50	97.75	98.25	98.00	100.00
3	Object Pronouns	94.00	96.00	93.50	96.00	97.50
4	Infinitive/Gerund	97.00	97.00	96.00	100.00	95.50
5	Relative Pronouns	85.50	91.50	98.00	94.25	97.50
6	Prepositions	93.00	95.30	95.80	97.70	95.10
7	Articles	94.00	91.00	98.00	90.75	88.00
8	Verb Tense	88.60	84.40	88.70	84.80	89.20
9	Sentence Sense	86.33	84.17	79.84	88.17	95.00
10	Subj.-V. Agreement	80.36	80.82	85.64	80.00	84.87
11	Punctuation	81.00	87.50	87.50	86.00	91.00
12	Active-Passive Voice	71.00	82.50	82.00	74.50	87.00
13	Adverbs	79.67	83.84	87.34	89.34	86.67
14	Sentence Structure	79.00	77.50	77.50	81.00	82.88
15	Word Form	77.33	84.50	88.33	80.67	88.84
16	Parallel Structure	61.00	69.00	79.00	67.00	64.00
17	Adjectives	61.00	66.50	54.50	64.50	57.00
	Overall	**85.86**	**86.34**	**87.44**	**86.63**	**88.24**

The writing assessment scores in Writing II are positive as well (see Table 5). All areas have scores in the "very good" and "excellent" ranges. These results are very favorable and, coupled with the results of the multiple-choice grammar part of the Writing II assessment, demonstrate that the department is meeting its learning outcomes very well in Writing II. The learning outcomes for writing, in particular, are:
- Write three-paragraph narrative and descriptive essays
- Analyze writing to revise for correct paragraph and essay structure
- Employ college-level vocabulary in writing

Table 5 shows that these writing outcomes are being very strongly met.

Table 5: Percentage of "Strong" Exams for the Writing Assessment for Writing II by Year

#	Skill Area	2017-2018 %	2018-2019 %	2020-2021 %	2021-2022 %	2022-2023 %
1	Essay Structure	94	99	100	100	100

2	Sentence Structure	83	91	96	89	97
3	Grammar	79	73	85	81	84
4	Mechanics	88	95	100	99	96
5	Academic Vocabulary	86	93	96	89	98
6	Spelling	92	93	94	96	96

WRITING III

The students' average score on the multiple-choice grammar assessment was **57.76%**, which is a decrease from last year's 60.46% (see Table 6). This continues a downward trend since 2017-2018 when the average score was 70.50%. Similar to last year, students scored in the 70%-79% range in one out of the ten areas, and they scored below 70% in the rest. The area that met the ELA was "Verb Tense." Although they still fall below the ELA, three areas made modest improvements: "Verb Tense," "Sentence Errors," and "Subj-Verb Agreement."

Considering all the success rates, this means that students are only partially meeting the following learning outcomes:
- Demonstrate knowledge of grammar terminology
- Correctly identify Standard English grammar rules, punctuation, and mechanics
- Analyze their writing to revise for correct grammar, sentence structure, punctuation, mechanics, unity, and coherence

Table 6: Percentage of Correct Answers for the Writing III Multiple Choice Grammar Assessment by Question Category by Year

		2017-2018	2018-2019	2020-2021	2021-2022	2022-2023
#	**Question Category**	**% Correct Answers**	**% Correct Answers**	**% Correct Answers**	**% Correct Answers**	**% Correct Answers**
1	Passive Voice	81.00	89.00	72.75	68.75	67.75
2	Spelling	79.50	87.00	n/a	n/a	n/a
3	Gerunds & Infinitives	82.75	74.50	57.33	57.17	49.67
4	Sentence Structure	75.30	71.70	75.65	72.86	67.79
5	Verb Tense	72.50	74.50	71.67	69.34	72.17
6	Punctuation	70.70	71.20	69.34	57.83	56.67
7	Sentence Errors	69.50	74.88	69.34	45.50	49.67
8	Parallelism	70.50	73.75	67.76	56.00	51.00
9	Parts of Speech	70.50	63.00	72.13	66.38	66.63
10	Subj.-Verb Agreement	70.00	60.75	59.75	48.75	55.00
11	Academic/ Standard English	55.00	50.50	n/a	n/a	n/a
12	Articles	58.00	39.75	52.00	62.00	41.25
	Overall	**71.27**	**69.21**	**66.77**	**60.46**	**57.76**

*Note: The categories of "Spelling" and "Academic/Standard English" were no longer needed in 2020-2021

with the re-written assessment instrument.

The students' performance in writing is consistent with last year for most categories. The biggest change is in the area of "Grammar," where the percentage of strong essays went from 82% to 67%. This is the only area below the ELA. In all other areas, the percentage of "strong" essays remained about same and above the ELA. This suggests that students are meeting the following learning outcomes well or very well:
- Discriminate between standard and non-standard English vocabulary usage
- Write three-paragraph essays that are coherent, unified, and grammatically correct
- Employ college-level vocabulary in writing

This writing data reinforces the data from the grammar portion of the outcomes assessment test that students are struggling with grammar concepts.

Table 7: Percentage of "Strong" Exams for the Writing Assessment for Writing III by Year

#	Skill Area	2017-2018 %	2018-2019 %	2020-2021 %	2021-2022 %	2022-2023 %
1	Essay Structure	80	79	83	80	77%
2	Sentence Structure	69	71	81	83	76%
3	Grammar	54	65	80	82	67%
4	Mechanics	68	71	85	85	76%
5	Academic Vocabulary	75	78	84	76	75%
6	Spelling	76	80	86	80	81%

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PART THREE

How can we use the results? **Reflect on the changes in curriculum based on assessment, and on future goals.**

Modifications of lessons and/or course delivery based on outcomes results are reported to the department chairperson at the end of every academic year.

READING II
At 78.05%, the overall score in Reading II reflects a slight decrease from last year, but it is consistent with the average of 80.14% of the past seven years, and it indicates that students are achieving the course learning outcomes at a level of "good."

The success rates in each of the categories were about the same as they were last year except for "Vocabulary in Context—based on Reading." This was the biggest decrease from 86.5% to 78% although it is still within the ELA of "good." This decrease is not unexpected because the data show that students have historically scored the lowest in this area. As a result, faculty, over the years, have focused on trying to increase students' success. Prof. Schorr, for example, in order to address this area (and other outcomes involving vocabulary), continues to use more authentic materials that engage students' interest, and he introduced more poems, songs, and videos. The success rate of 78% in "Vocabulary in Context—Based on Reading," suggests that these interventions continue to be effective, but the decrease may indicate some tweaking is needed.

The students' score in "Reading Comprehension" remained about the same despite Prof. Schorr's focus on pre-reading activities. Although the scores for this category meet the ELA consistently, it is among the lowest, and the faculty may want to see if they can increase the success rate.

Future goals include:
- Re-evaluating strategies related to delivering course content for lessons related to "Vocabulary in Context—Based on Reading"
- Investigate more ways to increase reading comprehension

WRITING I
This year's results in Writing I were an improvement from last year. The overall success rate on the grammar portion increased from 63.99% to 77.45%. Students met the ELA in seven out of the twelve grammar categories, which is an increase from last year, when they met only five. This suggests that students are meeting the course outcomes related to grammar, mechanics, and punctuation, and that faculty interventions undertaken this academic year have had an impact. Unfortunately, there is no writing data to analyze. There was only one section of

Writing I this year (Fall 2022), and the interim leadership of the department meant that the oversight was not as detailed, and the essays were not collected at the end of the semester. By the time the analysis began, the adjunct who taught the course had already disposed of the essays before they could be graded.

Future plans include maintaining the headway we've made in grammar by identifying those interventions that worked. In the future, the department will be more mindful of collecting essays for analysis and will inform adjuncts about timelines for disposal of student work.

WRITING II
As stated last year, the success rates in the Writing II grammar assessment have plateaued at a very satisfactory level. Over the past several years, the percentage of correct answers for the grammar portion of the assessment has been between approximately 86%-88%, and for the writing portion, the percentage of strong essays has been between 81%-100%. This indicates a "very good" or "excellent" level of achievement and suggests outcomes are being met very well or excellently.

The interventions that the department took over the past year to help maintain this level of success and address areas of concern of parallelism and adjectives were:
- Additional worksheets on sentence structure and parts of speech.
  - This included activities that required students to insert adjectives and adverbs where appropriate.
  - This also included activities in which students combine simple sentences using parallel structure, and vice versa. The goal is to show the students how a parallel structure is put together, and how they can use it in their writing.
- Text editing: students re-write a text containing errors in syntax, grammar, mechanics and spelling.

Future plans include maintaining the positive success rates.

WRITING III
This year's overall grammar score, 57.76%, continues to confirm the decreasing trend in this area. The biggest factor that may have contributed to this decreasing trend is misalignment between the assessment instrument and course delivery. The current ESL033 assessment test was rolled out in 2020-2021, and it catered to a grammar-based approach to ESL033, which historically has been the case. However, almost immediately after this, the English Department modified their developmental education courses. As a result, in order to adapt, the faculty have begun to shift their focus to more writing-based activities instead of grammar-based.

This theory is supported by the writing data. Over the past few years, we've seen many increases in the percentage of strong essays in most categories (See Table 7).

In order to remediate some of the areas of investigation from the last report, Prof. Siegelman and Prof. Schorr performed interventions, which included:
- Using the pre-test data more purposefully to target areas that need improvement
- Leading students in more peer-to-peer writing assessments
- Continue to strengthen the writing workshop model

These interventions are all writing-based, and coupled with the data showing increases in the percentage of strong essays in several categories, these confirm that the interventions worked, but also that there might be a misalignment between course delivery and assessment instrument.