

PROGRAM ASSESSMENT REPORT

Program Code CTESL1	Program Name English as a Second Language Certificate
Division HSS	Department English / College Readiness
Award ☐ A.A. ☐ A.S. ☐ A.A.S. ☒ Cert. ☐ Adv. Cert. ☐ Post-Assoc. Cert. ☐ Cert. of Completion	

I. Review previous assessment reports submitted for this program and provide the following information.

1. Was this program previously assessed and if so, when?

No. This program has never been assessed.

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

N/A

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

N/A

II. Background Information

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)
Fall 2023	Winter 2022 Winter 2023	

2. Assessment tool(s) used (check all that apply):

- ☐ Portfolio
☒ Test or outcome-related test questions
☐ Other external certification/licensure exam (please describe): _____
☐ Externally evaluated performance or exhibit
☐ External evaluation of job performance (internship, co-op, placement, other)
☐ Capstone experience (please describe): _____
☐ Graduate Survey
☐ Employer Survey
☐ Transfer follow-up
☐ Other (please describe): _____

3. Indicate the number of students assessed/total number of students enrolled in the course(s)/program.

of students assessed

Total population in course(s) or program

66	ESL 135 (Fall 2023): 21 ESL 134 (Winter 2022): 18 ESL 138 (Winter 2023): 27
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4. Describe how you selected students for the assessment.
 - a. Describe your sampling method.
 - b. Describe the population assessed (e.g. students in capstone course, graduating students, alumni, etc.).

a. Courses from the certificate were selected based on their outcomes. The outcomes of ESL 138, 134, and 135 most closely match the outcomes of the certificate.

b. All students involved in the course assessments of ESL 138, 134, and 135 were selected. This was in order to obtain a sufficient amount of data. In its current design, CTESL1 does not have capstone courses. ESL 138, 134, and 135 may not be the most advanced courses that students in the program take, but they are required by all students in the program and capture the outcomes of the certificate to the best of our ability at this time.

III. Results

1. State every outcome (verbatim) from the Program Proposal form or the Assessment Plan Change Form for the program. *Add more lines as needed.*

1. Write an essay that demonstrates high intermediate organizational skills, development of ideas, and language use.
2. Write sentences and paragraphs using college entry-level grammar.
3. Read at an intermediate or advanced ESL level or higher.
4. Listen to recordings of academic English and respond to global and discrete questions.

2. Briefly describe assessment results **for each outcome** based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected (as a separate document).*** *Add more lines as needed.*

1. We can see from the ESL 138 assessment data that students are successfully writing final in-class essays with high intermediate organizational skills, development of ideas, and language use in ESL 138. The area of development was particularly strong in this assessment cycle. Instructors are successfully coaching students in the writing process, helping them to brainstorm, draft, and acquire self-editing skills. Emphasis is placed on becoming independent writers, prepared to write essays for courses outside of ESL.
2. Not enough data was collected to assess this outcome. When the original Program Proposal form was created, the goal was for students to be required to complete an advanced grammar course, ESL 161, before graduating from the program. Since ESL 161 does not have a specific, uniform writing component, the exit test from a writing class was suggested as the assessment tool. However, the artifacts from ESL 138 are not necessarily from advanced writers, and the advanced writing course on the certificate (ENG 090/091) is no longer an option.

Some students take ESL 138 while completing the intermediate ESL course sequence; others may be taking advanced grammar concurrently. The "Language" category of the ESL 138 rubric is not designed to target advanced, college-entry level grammar. It has minimal expectations, clearly set for the high intermediate level:
 - control of most verb tenses/verb forms
 - complete sentences, knowledge of sentence structure
 - some sentences are complex

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- vocabulary is intermediate
- natural flow of English (word order, word choice, agreement)

Thus, no data was collected to assess this outcome.

3. Based on assessment data from ESL 134, we can see that students are successfully interpreting main ideas and details of intermediate-level texts. The large collection of extensive reading materials available to students at the WCC library has supported the progress and strong skill-building evident from the reading scores in this course.

4. From the ESL 135 assessment, we can see that students are listening to academic English talks and responding successfully to global and discrete questions. In other words, students are interpreting main ideas and details of academic talks well.

3. For each outcome assessed, indicate the standard of success used, and the number and percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment (as a separate document). Add more lines as needed.***

1. Nineteen out of twenty-seven students (70%) of students satisfactorily fulfilled 70% of the items on the rubric. The standard of success was met for this outcome and tool. See attached rubric

2. N/A. No data.

3. Seventeen out of eighteen students (94%) achieved a score of 70% or higher by correctly identifying main ideas and details. Sixteen out of eighteen (89%) achieved a score of 70% or higher when main ideas were isolated. The same proportion of students, 89%, achieved a score of 70% or better when details were isolated. See attached scoring guide.

4. Sixteen out of seventeen students (94%) achieved a score of 70% or higher by correctly answering global and discrete questions. Four students out of the twenty-one in the class were missing data. One student achieved 69%, one point below a successful score.

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

Strengths:

In terms of intermediate level expectations, students are showing strength in all three areas that were assessed: writing, reading, and listening. They were particularly successful in reading and listening. This is not surprising because in these two skill areas, students are receivers of language and show their skills by processing input. In contrast, writing demands that students produce original material. Writing is generally thought of as the most challenging and elusive, an integrated skill. Still, students handily met high intermediate expectations in the writing course used for this assessment.

Weaknesses:

One weakness of this program assessment was lack of data regarding students advanced ESL-level abilities. We did not have a set of data to measure the Outcome 2: "Write sentences and paragraphs using college entry-level grammar." This outcome seems actually embedded in Outcome 1, the writing outcome, as the rubric used for ESL 138 includes expectations for grammar. However, ESL 138 expects mastery of intermediate grammar, not advanced.

A weakness of the entire program is that, due to its design, students are not required to reach "college entry level" before graduating. This was not an area of weakness when, for most of the certificate's history, our F-1 students could transition to an associate's degree program but start with development reading and writing courses. However, since developmental courses are no longer offered, students who don't reach college level reading and writing are now entering

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college coursework with too little preparation and too little support. Revision to the certificate requirements and an increase in its scope is needed at this time.

Also of note, written communication is given an important place in the list of outcomes, but there is no outcome dedicated to oral communication. Speaking and clear pronunciation are important skills for success in American academic settings. Students need to develop and strengthen speaking skills before leaving the ESL certificate program and entering regular college coursework.

IV. Changes influenced by assessment results

1. Based on the previous assessment report Action Plan(s) identified in Section I above, please discuss how effective any changes were in improving student learning.

N/A

2. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. If students met all expectations, describe your plan for continuous improvement.

N/A

3. Identify any other intended changes that will be instituted based on results of this assessment activity. Describe changes and give rationale for change. (Check all that apply).

a. ☐ Outcomes/assessments from Program Assessment Plan Change Form or Program Proposal form:

b. ☐ Program Curriculum:

☐ Course sequencing

☐ Course deletion

☐ Course addition

☐ Changes to existing program courses (specify):

☐ Other (specify):

c. ☒ Other (specify): CTESL1 should be divided into two certificates that both culminate in three advanced ESL capstone courses: ESL 155, ESL 167, and ESL 168. One will be a comprehensive certificate that will take three semesters and begin at the low intermediate ESL level, ESL 128. The other certificate will be known as an accelerated, two-semester ESL certificate. It will require higher cut scores for admission and also end with the advanced ESL capstone courses: ESL 155, 167, and 168. We feel that a dual-certificate approach will accommodate both the students coming in at the low intermediate level and students who place higher in the ESL course sequence, requiring both types of students to reach college entry-level English before exiting the program.

4. What is the timeline for implementing these actions?

We will research best practices, new cut scores, and consult with an already-assembled ESL F-1 team. This team consists of the head of International Admissions, the International Student Advisor, and the ESL Program Co-Coordinator.

Here is the timeline:

1) Present: Program Assessment

2) Jan-May: Research and development of two new ESL certificates (by ESL F-1 team)

3) May: ESL F-1 team meets to discuss findings and collaborate on program revision / creation.

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- 3) May-August: ESL Program Co-coordinators work with Curriculum and Assessment staff and committee to create two new program proposals.
- 4) August: submission of proposals, meeting the November 1 deadline for New Programs well in advance
- 5) (dates TBD) F-1 officers at WCC apply for changes to our I-17, making it possible for F-1 students to register for either the extended or accelerated program
- 6) (dates TBD) F-1 students are permitted to declare either program while approval for the programs are pending
- 7) Fall, 2027: Launch revised ESL Certificate (comprehensive) and ESL Accelerated Certificate

V. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program.

The assessment tools for outcomes 1, 3, and 4 were effective, but they were not comprehensive. The outcome language allows us to focus on intermediate level ESL skills. It is assumed that some students also take advanced ESL courses, but these courses are not required per the current certificate, so we did not assess any students who took advanced level courses. The assessment tool from ESL 138 was not adequate to measure outcome 2 at all.

The tool used to assess outcome 3, about reading, was not ideal. It did not resemble the original tool, the ESL or regular Compass Reading test. It was also given online during the COVID-19 pandemic. This was a time when we had very few resources to proctor tests online, so it is likely that the data for ESL 134 assessment is skewed high.

Finally, none of the outcomes or assessment tools target oral communication for these students, who are about to enter American college classrooms where speaking is required. When we assess ESL 135, we have data about pronunciation and speech, but the expectations are for intermediate ESL speakers.

The program should require that students achieve a higher level of skill in the areas of speaking, writing, reading, and listening. Our current advanced ESL courses should become part of the certificate as required capstone courses.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Once the ESL certificate is revised and divided into the ESL Certificate (Comprehensive) and ESL Accelerated Certificate, we will revise the outcomes to reflect capstone experiences.

The new assessment tools will be:

- 1) ESL 168 exit exam (multiple-paragraph essay)
- 2) ESL 167 reading exam
- 3) ESL 167 listening exam
- 4) ESL 155 recorded assignment

3. Describe when and how these assessment results will be discussed with the department and/or the faculty at large.

The assessment results will be discussed with the department during Winter 2026 in-service.

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Signatures:

Reviewer	Print Name	Signature	Date
Initiator	Heather Zettelmaier	/s/ Heather Zettelmaier	08 Jan 2026
Department Chair	Aaron Anderson	/s/ Aaron Anderson	08 Jan 2026
Division Dean/Administrator	Anne Nichols	/s/ Anne Nichols	1/9/2026
Please return completed form to the Office of Curriculum & Assessment, SC 257 or by e-mail to curriculum.assessment@wccnet.edu .			
Assessment Committee Chair	Jessica Hale	/s/ Jessica Hale	10/7/2026

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