Introduction

Purpose
An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process
Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean/Administrator's comments/reflection/next steps
7. Vice President Comments

2012-2013 Submission Deadline:
• Program review documents are due to Dean by December 14 for completion of Section 6.
•Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
 • Vice President completes section 7 and returns documents to program review team by January 18, 2013.
• Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:
To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

Questions?
Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

Basic Program Information

Department Name: English for Second Language Learners

Program Mission(s): The ESLL Department is committed to enabling students for whom English is a second language to access educational, vocational, or professional opportunities by offering a multilevel and multiskill curriculum of English language development. Our courses in grammar, reading, composition, speaking and listening focus not only on language skills but also on critical thinking and interpersonal skills. The department strives to create a rigorous learning environment that is student-centered and honors differences in learning styles to enable students to become independent learners and successful participants in the local as well as the larger community.

Program Review team members:

Name	Department	Position
Falk Cammin	ESLL	Instructor (Full-time)
Najwa Jardali	ESLL	Instructor (Full-time)
Richard Morasci	ESLL	Instructor (Full-time)
Keith Pratt	ESLL	Instructor (Full-time)
Diane Uyeda	ESLL	Instructor (Full-time)
Deborah Fass	ESLL	Instructor (Part-time)

Total number of Full Time Faculty:	4.5
Total number of Part Time Faculty:	19

Existing Classified positions: 0

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
ESLL	Pathway; AA/AS	

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2010-2011	2011-2012	% Change
NA			

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
NA			

1.2 Department Data (Attach data provided by IR or manually complete chart below)

Dimension	2010-2011	2011-2012	% Change
Enrollment	2909	2743	-6%
Productivity (Goal: 546)	360	384	+7%
Success	90%	80%	
Full-time FTEF	5.9	5.0	
Part-time FTEF	5.8	5.8	

Department Course Data (Attach data provided by IR or manually complete chart below)

	2010-2011			2011-2012		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success
ESLL 25	453	302	91	462	341	86
ESLL 26	586	356	87	632	351	72
ESLL 200A	40	300	82	13	195	77
ESLL 200B	35	265	91	6	#INF	100
ESLL 210A	88	441	84	88	439	69
ESLL 210B	85	438	92	45	337	91
ESLL 225	22	330	95	--	--	--
ESLL 226	166	277	89	167	358	74
ESLL 227	130	326	84	175	375	75
ESLL 228	18	269	100	25	379	96
ESLL 235	55	301	88	64	350	89
ESLL 236	396	371	89	359	414	80
ESLL 237	358	298	92	355	364	85
ESLL 246	51	244	85	54	258	75
ESLL 247	63	291	88	70	336	84
ESLL 248	68	338	75	69	343	71

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

   - Enrollment in the upper levels – ESLL 236, ESLL 237, ESLL 25 and ESLL 26 - of our program has increased steadily in the past two years.

   - Enrollments in ESLL 200A/B and ESLL 210A/B have decreased substantially. These courses are being transitioned to non-credit courses. Outlines were completed and submitted in 2011-12, and when approved, we will discontinue offering these credit courses through ESLL.

   - Enrollment in the elective support courses for the upper levels – ESLL 235, ESLL 246, ESLL 247 and ESLL 248 – all increased in 2011-2012 over 2010-2011.

   a. Please analyze the data and comment with regards to student ethnicity, gender, age and highest degree.

   - Our highest ethnic representations come from Asians (54%), Whites (16%), and Latino/as (14%).

   - We have 54% females and 46% males.

   - Our student population is fairly evenly distributed among age groups, with a slightly higher percent in the 20-24 age group (35%) and slightly lower percentage in the 40+ group (12%)

   - Eighty percent of our students fall into the "All Other" degree group.

2. Completion Rates: Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends, including completion rates by student demographic.
   a. AA, AS, transcriptable certificates
   b. Local, non-State approved certificates
   c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

   Not applicable to our department (no degrees, no certificates).

3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions. For reference, the college productivity goal is 546.

As our enrollment is capped at 30 because of the nature of our courses, our productivity is always going to be below 546. However, we have shown an increase from 360 in 2010-2011 to 384 in 2011-2012, an increase of 7%.

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

   Enrollments in ESLL 200A/B and ESLL 210A/B have decreased substantially. These courses are being transitioned to non-credit courses. Outlines were completed and submitted in 2011-12, and when approved, we will discontinue offering these credit courses through ESLL.

   Enrollment in the elective speaking class ESLL 225 was too low to offer in 2011-2012.

5. Curriculum and SLOs
   a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

      All of our course outlines are up-to-date.

   b. As a department/program, how do you ensure that all faculty are teaching to the COR?
      We distribute course outlines to faculty and encourage them to review the outlines and meet with other faculty; however, this does not ensure compliance. Reviewing SLOs does give us feedback on faculty compliance.

   c. Discuss how the objectives and outcomes in your courses relate to the program learning outcomes and to the college mission.
      The ESL Department is committed to enabling students for whom English is a second language to access educational, vocational, or professional opportunities by offering a multilevel and multiskill curriculum of English language development. Our courses in grammar, reading, composition, speaking and listening focus not only on language skills but also on critical thinking and interpersonal skills. The department strives to create a rigorous learning environment that is student-centered and honors differences in learning styles to enable students to become independent learners and successful participants in the local as well as the larger community.

   d. If you are offering both an associate's degree and a certificate of achievement, please provide a rationale for offering both. If you are offering a local associate's degree and a transfer degree in the same discipline, please comment on your rationale for offering both.

The ESLL Department offers no degrees or certificates.

   e. If you are offering any interdisciplinary or cross-listed courses or program, please comment on collaborative efforts such as team-teaching or learning communities.

   The ESLL Department offers no interdisciplinary or cross-listed courses.

   f. Comment on any recent developments in your discipline which may require modification of existing curriculum and/or the development of new curriculum.

   Within the discipline of English as a Second Language, Foothill remains at the forefront of teaching writing. We recently developed a new course to support the need for advanced reading skills at the top levels which will be introduced in 2013-2014. Where the curriculum may need modification is in the area of pronunciation and general oral communication skills, where the challenge is in demonstrating this need to students and faculty.

6. Basic Skills Programs (English, ESLL and Math). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
      a. Please describe existing ladder programs, alternative pathways, Non-credit to credit transitions within your program.
      b. Please comment on progression in sequenced courses.

   ESLL as a program is defined by the state as part of Basic Skills although in practice, it is different from Basic Skills in that the student populations, academic backgrounds, language skills, and language acquisition processes are different. The development of English language skills is in practice basic skills, as all learning in English depends on it.

   We have created two new levels of non-credit ESL courses that will feed into the credit program.

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
      a. Please analyze and discuss Transfer data regarding this program.
      b. Please analyze and discuss Articulation data regarding this program.
      c. Please discuss the status of your program's AS-T or AA-T degrees.

   The highest level, ESLL 26, satisfies the English composition requirement for the AA/AS/AA-T and AS-T degrees. In addition, the course satisfies the English composition requirement for CSU GE/Breadth certification. The course is also transferable to UC as an elective. All of the courses that lead up to ESLL 26 develop the skills necessary to succeed in this course.

8. Workforce Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php
    a. Education Code section 78016 requires that colleges review the effectiveness of Career Technical Education (CTE) programs. Verify that this program:
        i. Continues to meet a documented labor market demand as referenced by industry/occupational report provided.
        ii. Does not represent unnecessary duplication of other manpower training programs in the college's service area.
        iii. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
        iv. Please analyze and comment on average salary/wage data in the region.
    b. Program accreditation (Please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.
    c. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.
    d. Outcomes assessments: Please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.
    e. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.

    Not applicable to ESLL.

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: http://foothill.edu/staff/irs/ESMP/index.php
    a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

    Due to budget constraints, targeted outreach efforts for ESLL have been suspended.

10. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

    By transitioning the lower two levels of our credit program into non-credit coursework, we are offering an affordable option for students to gain access to a quality education which will lead them into our credit program.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

- Not applicable to our program, which offers neither a degree nor a certificate.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

- Reports from TracDat are attached.

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO
1. Give an assessment of the past three years of annual Course Level SLO reflections.
- We would have more accurate assessments if we had 100% participation from instructors. For example, only three instructors of ESLL 25 and two of ESLL 26 were involved in the last cycle of SLO assessments. Typically, we have five to seven sections of these classes.
- Upon review of the reflections and assessments, we did revise some SLOs and assessment methods.
- Some assessments/reflections also revealed that instructors are not following the COR.

2. If your program has other outcomes assessments at the course level, comment on the findings.

Not applicable.

2.3.b Program-Level SLO
1. What summative findings can be gathered from the Program Level Assessments?
Not applicable to our program.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?
Not applicable to our program.

3. If your program has other outcomes assessments at the program level, comment on the findings.
Not applicable to our program.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related <u>Core Mission objective</u>, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Recommend addition of 2 FT ESLL composition instructors	ESLL 25 SLO 1 & ESLL 25 SLO 2; ESLL 26 SLO1 & SLO 2	Transfer	Two much-needed full-time instructors can help achieve the SLOs, resulting in students acquiring the reading and writing skills that they need to succeed in a four-year university.
2 Recommend addition of a FT ESLL composition instructor and an ESLL generalist		Stewardship of Resources	Two full-time instructors are needed in our ESLL program, whose ratio of full-time to part-time faculty is rapidly decreasing, resulting in a declining ability to maintain core standards. In addition, we need leadership in developing new ways ESLL programs can be integrated with other programs on campus.
3 Recommend addition of a FT ESLL generalist	ESLL 200A/B and ESLL 210A/B	Basic Skills	A full-time instructor can teach the six new non-credit (NCEL) classes, which dovetail into the academic pathway of the ESLL program.
4 Establish an ESLL writing center		Basic Skills and Transfer	A writing center would offer students much-needed assistance to help them succeed in their writing courses in ESLL and across the curriculum.
5 Recommend addition of a FT ESLL generalist		Work Force	A full-time instructor can help investigate work force needs and help create curriculum that support these needs.

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs. Goals will be linked to resource requests.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Goals from last year were in the wrong format			

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1 Create non-credit courses for supplemental instruction	2012-2013		Improve student skill sets to help them prepare for transfer and workforce
2 Meet and maintain instructional standards in ESLL composition courses	Ongoing		It will ensure a smooth transition between and among ESLL composition and mainstream courses
3 Meet and maintain curricular standards in ESLL program	Ongoing		It will ensure a smooth transition between and among ESLL levels
4 Improve communication between full-time and part-time instructors and management regarding department requirements and procedures (e.g. SLO implementation and adherence to course outlines)	Ongoing		It will ensure maintenance of standards and compliance with department policies

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.2
Full-time faculty	$70,000+	3.2.2/3.2.3
Full-time faculty	$70,000+	3.2.2/3.2.3
Full-time ESLL writing center instructional associate	$50,000	3.2.2/3.2.3

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	$ Amount	Related Goal from Table in section 3.2
ESLL Department Coordinator	$50,000	3.2.4

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2
Funds for part-time instructors to participate in SLO tasks	$1,000	3.2.4

Ongoing B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.2
Increase in photocopy allotment	$10,000	3.2.2/3.2.3/3.2.4

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.2

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	We have a comprehensive ESLL program for students at six levels of proficiency and a highly-educated and experienced faculty. Our new non-credit courses will provide easier access and entry for students into our program.	The enrollment of international students is subject to political factors while the enrollment of domestic students is subject to tuition increases (which can be mitigated somewhat by the new non-credit courses).
Weaknesses	The percentage of courses taught by full-time faculty has increasingly declined. In 2010-2011, the full-time FTEF was 5.9. In 2011-2012, it was 5.0. By contrast, the part-time FTEF remained at 5.8 in 2010-2011 and 2011-2012. In 2011-2012, 48% of classes were taught by part-time instructors. That percentage will increase in 2012-2013 as we lost one FT faculty to retirement, and have one faculty member splitting duties between two departments. A lot of time is spent on recruiting and orienting part-time faculty, some of whom teach for only one or two quarters, resulting in cycles of recruitment and orientation. With 48% of classes taught by part-time instructors, it has been difficult to uphold standards or implement curricular changes because most part-time instructors do not attend	

	department meetings. We also have not had 100% participation in the articulation of Student Learning Outcomes or the subsequent assessment and reflection of them. A department coordinator, while essential for our program, is of even greater necessity when the ratio of part-time to full-time faculty is large. A weakness in our structure is that the position of coordinator is impermanent and depends on whether or not the dean has the funds to assign released time for a faculty member to assume the responsibilities of coordination.	
Opportunities	The availability of new "Smart" classrooms offers opportunities to explore new ways of teaching and learning.	
Threats	The inability of the ESLL program to get approval for a full-time instructor is a major threat to the integrity of the program. The increasing ratio of part-time to full-time instructors makes it increasingly difficult to maintain standards and compliance to course outlines and to offer student support.	

5.2 Address the concerns or recommendations that were made in prior program review cycles.

In 2011-2012, outlines for our curriculum at the lowest two levels (200A/B and 210A/B) were developed and submitted for approval. In addition, curriculum was expanded from 2 quarters to 3 quarters for each level.

Enrollments in 226/227 have increased over the past year, and we would argue in favor of keeping this level as credit coursework to better prepare students for the rigors of academic coursework.

The department continues to request full-time composition specialists due to additional retirements and reassignments.

Development of noncredit supplemental instruction courses is on the schedule for 2012-2013.

5.3 What <u>statements of concern</u> have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

- Review of SLO assessments and reflections have revealed a lack of compliance with CORs and difficulty in monitoring courses. We also have problems getting sufficient participation in the SLO process.
- Faculty have continued concerns about the placement test and its effectiveness in placing students into the top 3 levels of our program.
- Faculty also have concerns that the Testing Office is not adhering to the department-approved cut scores, which is reflected in an increase in the fail/drop rate of students, especially in the top two levels, but seen in 13 of 15 courses from 2010-2011 to 2011-2012.
- We need to have additional FT composition specialists to maintain the standards for our program. Our 3 composition courses represent 53% of our total departmental enrollment; the 2 FT composition specialists teach only 32% of the composition course sections offered per year.

5.4 After reviewing the data, what <u>strengths or positive trends</u> would you like to highlight about your program?

- We have a robust composition program with supporting electives in the areas of oral communication skills, reading, vocabulary developing, grammar and editing. We expect to offer a new reading course in Fall 2013. Our new non-credit courses should also be offered in Fall 2013. The courses that lead up to the first composition level are also thriving, with the exception of the lowest level courses (which will be transitioned to non-credit in 2013-2014). Our productivity increased 7% over 2010-2011.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

Again, the strengths of the ESL program lie in its faculty who are dedicated and hardworking educators. The ESL program continues to serve the vital international student population and the local, non-native speaking population. The program emphasizes academic rigor and integrity and has proven itself to be an indispensible gateway to the academic discourse of the entire campus community.

The faculty have also demonstrated a willingness to try new approaches and different curriculum to address the needs of their students. This is evidenced by the conversion of the lowest level courses from credit to non-credit and the faculty's commitment to developing a non-credit supplemental instruction course, that will in turn serve the needs of students both in and out of the ESL program.

6.2 Areas of concern, if any:

Matriculation data show that there are really two ESL programs. There is the program that primarily serves the international student population and is captured by the course cluster of ESLL 236/237, 25, and 26. And there is the cluster of classes that primarily serve the local, non-native speaking population which includes all courses below ESLL 236, including ESLL 226/227 and the 200 level courses.

The data also shows that the more advanced program is growing, increasing in FTES, while the less advanced program is contracting and decreasing in FTES. What's more, the data shows that while the ESL program is sequenced like a ladder with courses designed to move students up to the highest level class, most students who start in the lower level courses do not reach the top of the ladder.

6.3 Recommendations for improvement:

Creating non-credit gateway courses may help students to matriculate through the entire sequence of classes, and it will certainly help with enrollment declines in the lowest level ESL classes, but will it address the bifurcation of the program?

Institutional research could help us understand what students in the lower level ESL classes want from taking classes at Foothill. We could also do a more in-depth analysis to see exactly where the split in the program occurs and craft an intervention to address it.

But I would also encourage the ESL faculty to explore other, untapped ESL needs in our communities. I would encourage, for example, a collaboration with some of our workforce programs to see if the ESL program could create VESL courses that meet the needs of those programs, for instance our childcare program.

6.4 Recommended Next steps:
_X_ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Section 7: Feedback and Follow Up

This section is for the Vice President to provide feedback.

7.1 Strengths and successes of the program as evidenced by the data and analysis:
The data demonstrates that students are enrolling and succeeding in the upper level ESLL courses. The faculty are critically analyzing the data, and are making needed adjustments at the curricular and scheduling level.
7.2 Areas of concern, if any:
The department has highlighted concerns regarding low enrollment and success in the lower levels of ESLL courses, and is making changes to address these concerns. The shift to non credit courses could potentially better serve the students, and is a commendable intervention. The department has indicated problems such as that not all faculty participate in the SLO assessment process, and not all faculty adhere to the COR. However, there is no reflection in

this program review that indicates what the department intends to do to address these concerns. Many departments are faced with similar problems, given the mix of full time and adjunct faculty. I would suggest that ESLL faculty check with other departments and discuss these issues at department meetings, in order to implement some systems that ensure that all faculty are teaching to the COR, and to improve SLO assessment data.
The office of Institutional Research provided data about student success in the ESLL pipeline. I would encourage the department to review that data, and look at additional curricular revisions and/or strategies to improve student success.

7.3 Recommendations for improvement:
The department is clearly reviewing the curriculum, and student achievement. I would encourage them to continue to do so, and to carefully review the course sequences and number of classes required in the pipeline, to determine if more revisions would be appropriate. In addition, the department should work with the dean to identify potential changes in scheduling, such as times and locations, that might lead to improved enrollment.
7.4 Recommended Next steps:
_X__ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English for Second Language Learners (ESLL) - ESLL 200A - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE I - SLO 1 - Simple sentences - Produce simple sentences using appropriate forms of the simple present, simple past, present progressive, will and be going to future. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Inactive	**Assessment Method:** See findings/reflections	10/03/2012 - ESLL 200A did not meet enrollment minimums and was not offered during the scheduled assessment quarter for 2011-2012. In response to continuing difficulties maintaining enrollment at this level, the ESLL Department undertook a project to transition the lowest two levels of our credit program (ESLL 200A/B and ESLL 210A/B) to non-credit courses. **Result:** Target Met **Reporting Year:** 2011-2012	10/03/2012 - New courses NCEL 411/412/413 and 421/422/423 were developed and proposed outlines submitted to the noncredit curriculum committee at the end of SP12.
Department - English for Second Language Learners (ESLL) - ESLL 200A - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE I - SLO 2 - Verb tense - Ask and answer questions using the present and past. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** See assessment findings/reflections	01/24/2013 - The target was met. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** The results show the students understood what to do and knew how to use the verb tenses appropriately.	
		10/03/2012 - ESLL 200A did not meet enrollment minimums and was not offered during the scheduled assessment quarter for 2011-2012. In response to continuing difficulties maintaining enrollment at this level, the ESLL Department undertook a project to transition the lowest two levels of our credit program (ESLL 200A/B and ESLL 210A/B) to non-credit courses.	10/03/2012 - New courses NCEL 411/412/413 and 421/422/423 were developed and proposed outlines submitted to the noncredit curriculum committee at the end of SP12.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Reporting Year:** 2011-2012	
Department - English for Second Language Learners (ESLL) - ESLL 200A - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE I - SLO 1 - Produce simple sentences using appropriate forms of the simple present and simple past. (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 10/31/2012 **End Date:** 11/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students were required to write 10 true sentences using given content words with time markers or a context that elicited general statements to be made in the simple present or simple past. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 70 percent of students to write 70 of the sentences correctly.	01/25/2013 - Students with some consistency made mistakes on the same sentences because it seemed the students didn't understand the meaning of a word, and in other cases the requirement for making "true statements" caused confusion for the evaluator as the grammar was correct, but the statement weren't true. And with some consistency the cues did not elicit the intended generalizations; instead, they elicited specific statements which resulted in the use of the wrong verb tense. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** specific exercise instructions and sentence cues need to be more clear to get a better assessment of the students' work.	
Department - English for Second Language Learners (ESLL) - ESLL 200B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE II - SLO 1 - Identification of topics and ideas - Write simple sentences to identify topics, main ideas and supporting ideas in readings of two or three simple paragraphs. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** See assessment findings/reflections	10/03/2012 - ESLL 200B did not meet enrollment minimums and was not offered during the scheduled assessment quarter for 2011-2012. In response to continuing difficulties maintaining enrollment at this level, the ESLL Department undertook a project to transition the lowest two levels of our credit program (ESLL 200A/B and ESLL 210A/B) to non-credit courses. **Result:** Target Met **Reporting Year:** 2011-2012	10/03/2012 - New courses NCEL 411/412/413 and 421/422/423 were developed and proposed outlines submitted to the noncredit curriculum committee at the end of SP12. _____

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English for Second Language Learners (ESLL) - ESLL 200B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE II - SLO 2 - Written application of vocabulary - Apply words learned by using them to write original sentences. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** See assessment findings/reflections	10/03/2012 - ESLL 200B did not meet enrollment minimums and was not offered during the scheduled assessment quarter for 2011-2012. In response to continuing difficulties maintaining enrollment at this level, the ESLL Department undertook a project to transition the lowest two levels of our credit program (ESLL 200A/B and ESLL 210A/B) to non-credit courses. **Result:** Target Met **Reporting Year:** 2011-2012	10/03/2012 - New courses NCEL 411/412/413 and 421/422/423 were developed and proposed outlines submitted to the noncredit curriculum committee at the end of SP12.
Department - English for Second Language Learners (ESLL) - ESLL 210A - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE III - SLO 2 - Vocabulary application - Apply words learned by using them to write original sentences. (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 10/16/2012 **End Date:** 11/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students were required to write 3 sentences one of which included a vocabulary word in its given form. Their 3 sentences were to give a context that showed they understood the meaning of the targeted word. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 70% of the students would use the words correctly, in meaning and form, 75% of the time.	06/15/2012 - Students met target. **Result:** Target Met **Reporting Year:** 2011-2012	
		11/22/2011 - Students met the target. **Result:** Target Met **Reporting Year:** 2011-2012	01/20/2012 - The 3 sentence requirement worked well in providing a context for and in showing the students correct usage of the targeted vocabulary word.
	Assessment Method: Students were give vocabulary words they'd learned and asked to use them to write original sentences **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 70% of the students would correctly use 70% of the words in original sentences	01/25/2013 - 75% of the students succeeded. The goal was exceeded. Informing the teacher of the SLO at the beginning of the quarter I believe made a difference in how the vocabulary was taught. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** The SLO is clear and no changes should be	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		made.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English for Second Language Learners (ESLL) - ESLL 210A - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE III - SLO 1 - verb tense - Ask and answer questions using the present, past and future. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students were required to ask yes/no questions about given statements. Students were required to ask wh- questions about the subject or predicate of given statements. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 70% of the students passing with a grade of 70% or better	01/25/2013 - 75% of the students passed with a grade of 70% or more. Goal was exceeded. Students gave long answers to Yes/No questions. Perhaps the directions should prompt them to give short answers. I also noticed that students often did not use end punctuation. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** The students did well in forming the questions with the given cues including time markers. Considering their level, the directions need to specify that they give short answers to Yes/No questions. The department needs to decide whether the test should provide end punctuation at end of lines for questions and answers, or the directions should specify their use.	
		09/18/2012 - Target met **Result:** Target Met **Reporting Year:** 2011-2012	
		12/01/2011 - 71% of the students passed the test with 75% and better. **Result:** Target Met **Reporting Year:** 2011-2012	
Department - English for Second Language Learners (ESLL) - ESLL 210B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV - SLO 1 -	**Assessment Method:** Students were given 2 readings from 4 to 6 paragraphs each. They were required to distinguish the topic from the main ideas and	04/26/2012 - 22 students completed this SLO, but 20 met it. 91% met the SLO requirement. **Result:** Target Met	04/26/2012 - This was a good tool to use for assessing the SLO.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Identification of topics and ideas - Identify topics, main ideas and supporting details in readings of four to eight paragraphs. (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 01/09/2012 **End Date:** 03/19/2012 **Course-Level SLO Status:** Active	then identify the supporting details. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of students to meet the SLO requirement	**Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** The assessment tool worked well	04/26/2012 - This assessment tool worked well. _____
Department - English for Second Language Learners (ESLL) - ESLL 210B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV - SLO 2 - Vocabulary application - Apply words learned by using them to write original sentences. (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 01/09/2012 **End Date:** 04/16/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students were required to use each 0f 20 words in their given form in an original sentence that demonstrates their understanding of and ability to use the word correctly. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of students to meet the SLO requirement by using 80% of the words correctly.	04/26/2012 - 77% of the students met the goal by using 80% of the words correctly. **Result:** Target Not Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** We need to focus more on studying how suffixes change the words part of speech as this was the main area of difficulty for the students.	
Department - English for Second Language Learners (ESLL) - ESLL 210B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV - SLO 3 - Written response to readings - Write short, reflective responses to readings. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students were asked to apply write a reflection on one of the readings, applying their own opinion and supporting their ideas based on information from the reading. **Assessment Method Type:** Essay/Journal **Target:** 90% of students would meat the SLO		
	Assessment Method: Students were asked to reflect on and use the ideas learned from the reading to express and support their own opinion in a paragraph. **Assessment Method Type:** Exam - Course Test/Quiz	04/26/2012 - 82% of students met this goal **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:**	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Target: 80% of students to meet this SLO	Students who met the goal demonstrated their ability to write a unified paragraph. However, more work needs to be done to ensure a higher success rate by focusing on only including information relevant to the main idea in the paragraph.	
Department - English for Second Language Learners (ESLL) - ESLL 225 - DEVELOPING LISTENING/SPEAKING SKILLS - SLO 1 - Reading popular media - Analyze articles written for a general audience, such as those appearing in Newsweek or Time Magazine. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** Course was not offered in 2011-2012	10/03/2012 - Course was not offered in 2011-2012 **Result:** Target Met **Reporting Year:** 2011-2012	
Department - English for Second Language Learners (ESLL) - ESLL 225 - DEVELOPING LISTENING/SPEAKING SKILLS - SLO 2 - expository essays - Write an expository essay based on one or more texts. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** Course was not offered in 2011-2012	10/03/2012 - Course was not offered in 2011-2012 **Result:** Target Met **Reporting Year:** 2011-2012	
Department - English for Second Language Learners (ESLL) - ESLL 226 - HIGH-INTERMEDIATE GRAMMAR - SLO 1 - Sources - Correctly use modals in the past and present: advisability, regret and certainty (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 10/28/2011 **End Date:** 10/29/2011 **Course-Level SLO Status:**	**Assessment Method:** Students were given a writing prompt eliciting the use of all verb tenses, aspects and modals **Assessment Method Type:** Essay/Journal **Target:** Students to use appropriate forms of all verb tenses, aspects and modals correctly 75% of the time.		
	Assessment Method: There are 10 questions where students have	01/20/2012 - 65 students tested 26 scored 75% or better	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	to fill in the blanks with the correct tense of the verbs given. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 75% of the students received scores of 75% **Related Documents:** SLO 1: Tenses-Present and Past	39 scored below 75% (in one class only 6 students failed) **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** Classes below this level should not be canceled. **GE/IL-SLO Reflection:** Students will be able to better understand spoken and written English. In addition, students would better be able to communicate to the outside world.	01/20/2012 - 1. Classes below this level have been canceled very often; therefore, ESLL 226 often has many students who should actually be taking a lower level class. They may not be prepared to learn these tenses and modals. 2. The SLOs being tested had been taught much earlier in the quarter. Perhaps more students would have done better after a general review before the final exam. 3. One instructor had chosen a grammar book that didn't include modals. As a result, modals weren't taught until the SLO testing tool was presented to the instructor. 4. I was not teaching the course, but I believed that the tests were not too difficult. I sent out the tests to the instructors to get their feedback, and they also thought that the tests were not too difficult for testing the SLOs. 5. Perhaps the instructors should be reminded at the beginning of the quarter which SLOs are going to be tested that quarter. (I know that this should not make any difference, but this would have alerted one instructor that the textbook was deficient in regard to modals.) We should encourage instructors to print the SLOs on their green sheets. 6. Instructors should be encouraged to read the course outline before teaching the course. The SLOs should also be on the course outline. 7. It was very unclear to me how the SLOs should be met. In stead of "Students should use the present perfect and simple past tenses 75%

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			of the time correctly and meaningfully," it would be clearer to say,"70% of students were able to use the present perfect, simple past, and past progressive tenses 70% of the time." The target should be lowered to 70% because that is the minimum passing score. 8. It is unrealistic to test with a writing prompt at this level. A fill-in-the-blank assessment tool would be sufficient. I used such a test.
	Assessment Method: There are 10 questions where students have to fill in the correct modal verb. **Target:** 70% of the students can correctly answer 70% of the questions.	01/27/2013 - 79 students were tested. 57 students scored 70%, and 23 students failed. **Result:** Target Met **Reporting Year:** 2012-2013 **GE/IL-SLO Reflection:** It was generally felt by the instructors that more time should be used to teach and practice past modals. It was that section of the test where students missed the most questions.	01/27/2013 - Instructors should be notified of these findings. They should be instructed that students may not have enough practice with past modals. It is this course where past modals are first introduced to the students. In addition, past modals are not taught in the follow-up grammar class.
		10/13/2011 - Students met the target. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** Prompt needs to be more clearly and narrowly defined.	10/21/2011 - Teachers need to coordinate more closely and decide on whether or not students write a first draft of the assigned SLO promt before the SLO writing task takes place.
Department - English for Second Language Learners (ESLL) - ESLL 226 - HIGH-INTERMEDIATE GRAMMAR - SLO 2 - - Correctly use the present perfect, simple	**Assessment Method:** Fill in the blank to assess tenses. **Assessment Method Type:** Exam - Course Test/Quiz	01/27/2013 - 49 students were tested. 39 students passed, and 10 students did not pass. **Result:**	01/27/2013 - The format of the test might have also been confusing since some students hadn't been

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
past and past progressive. (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 10/28/2011 **End Date:** 10/29/2011 **Course-Level SLO Status:** Active	**Target:** 70% of students will be able to answer 8 of 10 blanks correctly.	Target Met **Reporting Year:** 2012-2013 **GE/IL-SLO Reflection:** The test was flawed in its construction, and this confused students and teachers alike. The prompt said to only use the 3 tenses to be tested, and yet part of the test was requiring the future tense. 30 tests were discarded because there was so much confusion in one class. In another class, the questions asking for the future tense were discarded. This test needs to be rewritten.	familiar with having to write entire lines of dialogue in a conversation. There were also three conversations on the test, and this might have been unclear to some students. The format should be reworked. 01/27/2013 - The test should be rewritten to include clear instructions so that students are not confused when taking the test.
	Assessment Method: Students were given a writing prompt that elicited the use of the present perfect and simple past tenses **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Students should use the present perfect and simple past tenses 75% of the time correctly and meaningfully	01/19/2012 - 65 students tested 29 scored 75% or better 36 scored below 75% (in one class only 5 students failed) **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** We should make sure that the lower levels are not canceled. **GE/IL-SLO Reflection:** (Four Cs reflection)	01/19/2012 - 1. Classes below this level have been canceled very often; therefore, ESLL 226 often has many students who should actually be taking a lower level class. They may not be prepared to learn these tenses and modals. 2. The SLO?s being tested had been taught much earlier in the quarter. Perhaps more students would have done better after a general review before the final exam. 3. I was not teaching the course, but I believed that the tests were not too difficult. I sent out the tests to the instructors to get their feedback, and they also thought that the tests were not too difficult for testing the SLO?s. 4. Perhaps the instructors should be reminded at the beginning of the quarter which SLO?s are going to be tested that quarter. (I know that this should not make any difference, but this would have alerted one instructor that the textbook was deficient in regard to modals.) We

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Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			should encourage instructors to print the SLO?s on their green sheets. 5. It was very unclear to me how the SLO?s should be met. In stead of "Students should use the present perfect and simple past tenses 75% of the time correctly and meaningfully," it would be clearer to say, "70-75% of students were able to use the present perfect, simple past, and past progressive tenses correctly 70-75% of the time." 6. It is unrealistic to test with a writing prompt at this level. A fill-in-the-blank assessment tool is sufficient. I used such a test.
Department - English for Second Language Learners (ESLL) - ESLL 227 - HIGH-INTERMEDIATE READING SKILLS - SLO 1 - Identifying main idea - Identify the main idea of an appropriate text of approximately 500 words. (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 10/28/2011 **End Date:** 10/29/2011 **Course-Level SLO Status:** Active	**Assessment Method:** In the final exam, students were given an article to read, and asked to identify the main idea of the reading. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 70% of the students passing with a 'C' grade or better.	01/27/2013 - 70 students were tested. 64 students passed with a "C" or better. 6 students failed. **Result:** Target Met **Reporting Year:** 2012-2013 **GE/IL-SLO Reflection:** It was felt that the test was far too easy. One teacher thought that the level of reading was below what was in the textbook even though the reading was from a high-intermediate textbook. Also, the test was multiple choice. Perhaps the students wouldn't have done so well if they had used their own words to describe the main idea.	01/27/2013 - The test should be changed since it was considered too easy by the teachers. The next reading should be more challenging, and students should express the main idea in their own words.
		12/20/2011 - 80% of the students met the target for success. **Result:** Target Met **Reporting Year:**	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012 **Resource Request:** None	
Department - English for Second Language Learners (ESLL) - ESLL 227 - HIGH-INTERMEDIATE READING SKILLS - SLO 2 - Vocabulary application - Use vocabulary words learned throughout the quarter to complete sentences (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 06/15/2011 **End Date:** 10/12/2011	**Assessment Method:** As part of the final exam, the students were given a list of 30 vocabulary words learned from the textbook and a list of 20 sentences containing blanks. The students needed to use the appropriate vocabulary to complete the sentences. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of the students passing with a 'C' or better.	12/20/2011 - 80% of the students passed with a 'C' or better. The target was met. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** None	10/11/2011 - Though the students used the new terms in their correct meaning, they did make errors in word form. I.e., they would use a noun as a verb or a verb as an adjective. We suggest to clarify the SLO prompt to reflect the Department's expectation of grammatical accuracy.
Course-Level SLO Status: Active	**Assessment Method:** Students were given a list of 10 vocabulary items that had been presented and practiced during the quarter. The students were to construct their own sentences using these words in a way that clearly showed that they knew what the words meant. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 70% of the students should score 70% on the test.	01/27/2013 - 72 students took the test. 46 passed with a score of 70%, and 26 students failed. **Result:** Target Not Met **Reporting Year:** 2012-2013 **GE/IL-SLO Reflection:** If students haven't practiced the entire quarter writing their own sentences with new vocabulary items, then this task might seem too challenging for them. Most textbooks have students practice vocabulary by identifying and matching items.	01/27/2013 - At this level, it might be better to test the students with a matching quiz or fill-in-the-blank quiz from a list of new vocabulary items.
Department - English for Second Language Learners (ESLL) - ESLL 228 - DEVELOPING LANGUAGE SKILLS FOR INTERNATIONAL STUDENTS - SLO 1 - listening skills - Respond to varied types of aural input (instructions, telephone messages, conversations, short talks). (Created By Department - English for Second Language Learners (ESLL))	**Assessment Method:** Students watched a 10 minute academic lecture on DVD and took notes **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 75% of students should be able to identify the main ideas and use effective note taking skills of writing only content words and using symbols and abbreviations.	08/09/2012 - Students exceeded expectations by 4 percentage points, the book Lecture Ready 2and the teaching method of incrementally increasing student note taking skills are effective. **Result:** Target Met **Reporting Year:** 2011-2012	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		08/09/2012 - The book Lecture Ready 2 and the incremental teaching approach used to help students listen for key ideas and noting them down using learned note taking skills is an effective method. The success rate was exceeded the target of 75% by 4 percentage points. **Result:** Target Met **Reporting Year:** 2011-2012	
Department - English for Second Language Learners (ESLL) - ESLL 228 - DEVELOPING LANGUAGE SKILLS FOR INTERNATIONAL STUDENTS - SLO 2 - social interaction - Participate in social interactions and group discussions. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** After students listened to a lecture and took notes, they worked in groups to discuss the lecture, share their notes and ask for and answer questions--using spoken and body language--about main ideas members of the group had neglected to note down. **Assessment Method Type:** Discussion/Participation **Target:** 70%	08/09/2012 - Students used social and academic language and skills they learned to ask for and give information to each other. The target success rate was exceeded by 6 percentage points. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** I would change SLO to read, "Effectively participate in social interaction and group discussion to acquire and give needed information.	
Department - English for Second Language Learners (ESLL) - ESLL 235 - LISTENING/SPEAKING FOR ACADEMIC PURPOSES - SLO 1 - lecture summary - Summarize a lecture. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** students listened to and took notes on a 10 minute academic lecture, then they prepared a 2 minute oral summary at home, practiced with a partner in class, and then made their oral presentation to the whole class. **Assessment Method Type:** Presentation/Performance **Target:** 90% success in summarizing the main points clearly.	04/26/2012 - 94% met the target **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** The focus on note taking skills and listening for cues to main ideas in a lecture and discussing their notes in groups has worked well to help the students to summarize a lecture in their own words which is one of the keys to learning, analyzing, discussing and retaining new information.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English for Second Language Learners (ESLL) - ESLL 235 - LISTENING/SPEAKING FOR ACADEMIC PURPOSES - SLO 2 - group discussion participation - Participate in group discussions based on lectures. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students took notes on a lecture, then were asked to discuss their notes and use language they learned to get from their group any important information they may have missed from the lecture or clarify any confusion they have. I then asked them to write the new information they get from the group on a piece of paper separate from their notes. I then compared their original notes to their notes from group discussion. I also walked around the class and listened to the students interact. **Assessment Method Type:** Interviews/Focus Groups **Target:** 80% of students to be able to communicate with words and body language to get the information they need.	04/26/2012 - 86% of students met this goal **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Classes should be at maximum of 20 students **GE/IL-SLO Reflection:** I think having small classes really helps in terms of my being able to give students the feedback they need as they practice group discussion skills.	
Department - English for Second Language Learners (ESLL) - ESLL 236 - ADVANCED GRAMMAR - SLO 1 - Compound and complex sentences - Write well-formed compound and complex sentences that express original ideas. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students were required to write a multi-paragraph essay whose prompt required them to use a variety of sentence structures to express original ideas. **Assessment Method Type:** Essay/Journal **Target:** 75% of class to meet the SLO requirement	04/26/2012 - 91 students in 4 sections took the assessment. 75 of the students met the SLO requirement with a combined success rate of 81%. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** In all 4 sections the students who did not meet SLO 1 also did not meet SLO 2. Combining the 2 SLO's into one writing prompt worked out well.	04/26/2012 - Integrating the 2 SLO's in the same prompt worked well in that it made the targeted results clear for the students and the assessment more efficient for the instructors.
Department - English for Second Language Learners (ESLL) - ESLL 236 - ADVANCED GRAMMAR - SLO 2 - Paragraph writing -	**Assessment Method:** Students were required to write a multi-paragraph essay whose prompt required		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Write cohesive paragraphs composed of varied sentence structures. (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 01/09/2012 **End Date:** 03/19/2012 **Course-Level SLO Status:** Active	them to use a variety of sentence structures to express original ideas. **Assessment Method Type:** Essay/Journal **Target:** 75% of the students to meet SLO requirement		
	Assessment Method: Students were required to write a multi-paragraph essay whose prompt required them to use a variety of sentence structures to express original ideas. **Assessment Method Type:** Essay/Journal **Target:** 75% of students to meet the SLO requirement		
Department - English for Second Language Learners (ESLL) - ESLL 237 - BASIC COMPOSITION SKILLS - SLO 1 - Reading (revised 2012) - Respond to reading selections in writing by agreeing with or challenging specific content, making connections to other readings, or making connections with personal experiences. (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 05/14/2012 **Course-Level SLO Status:** Active			
Department - English for Second Language Learners (ESLL) - ESLL 237 - BASIC COMPOSITION SKILLS - SLO 2 - writing - Write a unified and cohesive piece of extended written discourse containing	**Assessment Method:** Two- to three-page expository essay **Assessment Method Type:** Essay/Journal **Target:**	04/16/2012 - 88% of students met the target. **Result:** Target Met **Reporting Year:** 2011-2012	04/16/2012 - Only two of the four instructors teaching ESLL 237 participated in the assessment, providing less data than desired.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
multiple paragraphs. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	80% of students will pass the essay.	**Resource Request:** Full-time faculty hires to ensure full participation in assessment process and maintain departmental standards	
Department - English for Second Language Learners (ESLL) - ESLL 237 - BASIC COMPOSITION SKILLS - SLO 1 - reading (INACTIVE) - Analyze rhetorical strategies (i.e. techniques and strategies used by the writer to express main idea/s, context, audience, purpose) in readings. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Inactive	**Assessment Method:** Upon closer examination, we discovered that this SLO presented problems in terms of implementation and quantification. We will revise this SLO for future evaluation cycle. **Assessment Method Type:** Essay/Journal **Target:** NA	04/16/2012 - Upon closer examination, we discovered that this SLO presented problems in terms of implementation and quantification. We will revise this SLO for future evaluation cycle. **Result:** Target Not Met **Reporting Year:** 2011-2012	
Department - English for Second Language Learners (ESLL) - ESLL 246 - APPLIED GRAMMAR & EDITING SKILLS - SLO 1 - Error profile - Develop an individual error profile. (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 06/08/2011 **End Date:** 10/11/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students compile an error log of mistakes made in their academic writing. **Assessment Method Type:** Essay/Journal **Target:** Students identify frequently recurring errors in their writing.	09/21/2012 - 100% of students compiled an error log based on their results from the diagnostic test. Many students had 3 or 4 areas of weakness, most dealing with verb tenses, verb forms, adj/adv/noun clauses, word order and run-ons/fragments. Others had too many areas of issues (upwards of 6 to 7 areas of issues). **Result:** Target Met **Reporting Year:** 2011-2012	
		10/25/2011 - Students were able to identify distinct errors in their writing, but were unable to identify and address multiple sentence structure and vocabulary usage errors. Students did not have the awareness to do so. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** Develop syllabus and materials to meet	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		needs beyond distinct grammar mistakes contained in the textbook.	
Department - English for Second Language Learners (ESLL) - ESLL 246 - APPLIED GRAMMAR & EDITING SKILLS - SLO 2 - error elimination - Eliminate errors identified in the individual error profile. (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 06/15/2011 **End Date:** 10/12/2011 **Course-Level SLO Status:** Active	**Assessment Method:** After submitting Error Logs (Profiles) that had been created over the course of the quarter, students were given a text, which contained errors identified in their error logs. Students were to identify and correct these errors. 100%-90% of error identification and correction resulted in an A, 89-80% of error identification and correction resulted in a B, 79-70% of error identification and correction resulted in a C. 69% and below produced a failing grade. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90% of the students passing with a C or better.	06/15/2011 - 100% of the students passed the exam with a C or better. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** None	10/11/2011 - I am not sure that this type of testing gets to the heart of the problem here. Since the students did not edit their own writing, the exercise seemed disconnected from the skill the students were developing (i.e. edit your own writing). Also, the errors that were easy for students to identify (i.e. verb tense, SV-Agreement) and that the textbook had identified as problem areas, did not reflect the actually, broader error patterns that the students exhibited in their writing such as sentence structure and word choice. I suggest refining both the SLO and the Assessment Method.
	Assessment Method: Comprehensive final exam based on course topics for the quarter. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 70% of students passing the exam	09/21/2012 - 61% of students passed the final exam. One suggestion that I would give to future ESLL 246 instructors is that they only focus on 4 or 5 areas. I pushed the class up to 8 areas of focus and may have pushed the students too fast through each concept. I had a large spectrum of error areas and was trying to meet the largest possible percentage of the population. However, this may have done a disservice to the 61% who passed. This group could have improved more by focusing on fewer areas. The percentage that didn't pass still most likely would have not passed because of their difficulties understanding even lower level grammar concepts. Many of those who failed or were not successful were frequently absent or not participating in class by either not doing homework or not reviewing for the quizzes.	09/21/2012 - One suggestion that I would give to future ESLL 246 instructors is that they only focus on 4 or 5 areas. I pushed the class up to 8 areas of focus and may have pushed the students too fast through each concept. I had a large spectrum of error areas and was trying to meet the largest possible percentage of the population. However, this may have done a disservice to the 61% who passed. This group could have improved more by focusing on fewer areas. The percentage that didn't pass still most likely would have not passed because of their difficulties

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		Result: Target Not Met **Reporting Year:** 2011-2012	understanding even lower level grammar concepts. _____
Department - English for Second Language Learners (ESLL) - ESLL 247 - ADVANCED VOCABULARY DEVELOPMENT FOR READING & WRITING - SLO 2 - word application and usage - Write original sentences using words from the Academic Word List that demonstrate an understanding of the meaning and usage of the words. (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 04/11/2012 **End Date:** 06/13/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students were given 20 newly learned vocabulary to use meaningfully and appropriately in the form given. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 75%	06/13/2012 - 78% of students succeeded **Result:** Target Met **Reporting Year:** 2011-2012	
Department - English for Second Language Learners (ESLL) - ESLL 247 - ADVANCED VOCABULARY DEVELOPMENT FOR READING & WRITING - SLO 1 - learning process - Write about the process of learning new words, applying multiple strategies learned in class. (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** 04/11/2012 **End Date:** 06/20/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students were required to write a journal entry in which they demonstrate at least 3 strategies they use in understanding and using newly learned vocabulary words. **Assessment Method Type:** Essay/Journal **Target:** 75% should be able to articulate the process of 3 strategies for learning new words that they have learned in class and to show with example.	07/10/2012 - 71% succeeded **Result:** Target Not Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** I think it is more revealing to give students new words in context and have them show and us methods that show how they learn to understand and then use new words rather than to simply describe the process.	
Department - English for Second Language Learners (ESLL) - ESLL 248 - ADVANCED GRAMMAR REVIEW - SLO 1 - Grammatical error identification - Identify three patterns of	**Assessment Method:** Students were asked to identify patterns of grammatical errors that they were aware they made at the beginning of the course.	10/03/2012 - Of the 18 students who completed the course, 15 submitted self-assessments that included the identification of three patterns of grammatical errors; one student identified only	

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grammatical errors that students tend to make. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	At the end of the course, they were asked to review the writing assignments that they had done and to reflect on what they had learned. **Assessment Method Type:** Essay/Journal **Target:** 70% of the students can identify patterns of errors that they make.	two. These are the errors they identified. 1 subject/verb agreement noun plurals spelling 2 articles verb form verb tense 3 articles subject/verb agreement progressive 4 articles noun and verb forms clauses 5 subject/verb agreement active/passive prepositions and articles 6 commas articles spelling 7 use of periods plurals subjects 8 capitalization articles verb forms and tense 9 spelling word choice preposition 10 subject/verb agreement verb tense noun plural 11 articles prepositions noun plural 12 subject/verb agreement tense consistency word choice 13 word form noun plural tense 14 15 16 verb tense articles subject/verb agreement 17 vocabulary need to write simply and directly 18 sentence structure gerund **Result:** Target Met **Reporting Year:** 2011-2012	
		10/13/2011 - At the beginning of the course, some of the students were able to do identify their errors specifically as verb tense, subject/verb agreement, punctuation, spelling, run-on sentences, prepositions, fragments. Other students were more vague and identified their errors as "sentence structure", "structure and grammar". At the end of the course, some of the students were able to identify their errors more specifically: --I almost forgot when to use a, an, the. But taking this class help me to make clear of them. --After this quarter, I have a clearer idea of my problem area, which are verb tense and article use. ..my writing looks like I translate from Hebrew to	10/13/2011 - I think a better SLO would be that students will develop a heightened consciousness of grammar in their writing. The fact that they can identify patterns of grammar errors is fine, but what is more important is that they pay attention to grammatical details in their writing overall. There is much more than just three patterns of grammar errors. **Follow-Up:** 10/13/2011 - Rewrite SLO 1.

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		English even I don't mean to do it?? However, not every student did this at the end of the course but wrote more globally about what they learned. Part of the reason may be that I did not ask them to do so explicitly but framed the task in more general terms. **Result:** Target Not Met **Reporting Year:** 2010-2011 **Resource Request:** Funding to support accessibility requirements.	
Department - English for Second Language Learners (ESLL) - ESLL 248 - ADVANCED GRAMMAR REVIEW - SLO 2- Editing - Edit for patterns of grammatical errors in students' own writing. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** At the end of the course (week 11), students reviewed the introductions that they wrote in week 1 and were asked to revise them, applying the knowledge that they had gained during the course. **Assessment Method Type:** Essay/Journal **Target:** 70% of the students would make demonstrable revisions to their introductions.	10/03/2012 - This is an example of a student?s self-assessment: "I believe that my writing has improve by taking this course. I started out having a lot of basic error in my writing such as subject/verb agreement, noun plurals, etc... Based on all the writing assignment I had done I believe that this course did indeed help improve my grammar. The three major types of errors I had been making this quarter are subject/verb agreement, noun purals, and spelling error. I believe that all three of this errors had decreased over time. Even though these error had decreased it still show in my writing but hopefully I can fix it in the future. I think I have the ability to edit my own work after this course is over. I think that noun purals and spelling error will be easy for me to edit and subject/verb agreement will be difficult for me." This example shows that self-editing is a long-term process. After 12 weeks of course work, this student?s self-assessment shows evidence that the frequency of noun plural errors has decreased although this type of error remains. There is one spelling error, purals, and as the student noted, subject/verb agreement will continue to be difficult for this student to notice and correct.	10/03/2012 - I would recommend replacing SLO #2 with this one: Students will acquire a heightened awareness of grammar in their writing and gain confidence in being able to continue to improve after the completion of the course. _____

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		One thing I noted was that some students expressed a lack of confidence or a fear of using English because they have been told that their grammar is ?bad?. I think overcoming that fear is an accomplishment. This might be an SLO for this class. Here is an excerpt from the self-assessment of one of the students: Finally, I am sure I have better ability to edit my own work because I have identified my weak points and reviewed comprehensive grammar in this class. I might not be in the stage that I can use all the materials I?ve learned in practice, but I think I found a direction to improve my skills by reviewing them by myself repeatedly. With this leanings, I think I got to be able to get rid of hesitation and fear using English. I feel that when students are conscious of grammar, they have a better chance of developing more proficiency and accuracy. This student?s self-assessment articulates this point. Students, as well as teachers, often identify errors that are simple to notice, such as subject/verb agreement, when they make errors of a higher order, such as not knowing how to use clauses or phrases to express ideas. Nevertheless, the act of paying attention can result in improvement in areas that students have not articulated. I think I learned some of the skills that will allow me to edit my own work. In my self-assessment at the beginning of the quarter, I said that my problems were comma splice and sentence boundaries. After studying again grammar I am more aware of the rules while I am writing. However, I believe that I have to practice more, and pay more attention when I am writing because	

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		I still make some basic mistakes such as subject/verb agreement. I think it is beneficial to know which are the flaws I have, so that I can pay more attention to those errors when I write. When you know what are your flaws and errors, those errors are easier to correct. On the other hand, the most difficult errors to correct will be regarding adverbial and adjective phrases. I think I have to study more the rules of each one, and practice more too. I would recommend replacing SLO #2 with this one: Students will acquire a heightened awareness of grammar in their writing and gain confidence in being able to continue to improve after the completion of the course. **Result:** Target Met **Reporting Year:** 2011-2012	
		10/14/2011 - 56% of the students made demonstrable revisions to their introductions. **Result:** Target Not Met **Reporting Year:** 2010-2011 **Resource Request:** Funding to support accessibility requirements.	10/14/2011 - These results show how difficult it is for students to make revisions to their own writing without explicit guidance from an instructor. Perhaps more practice having students do so with less explicit guidance may help students learn how to do so.
Department - English for Second Language Learners (ESLL) - ESLL 249 - ADVANCED READING - SLO1 Summarizing - Students can summarize arguments in an expository text (Created By Department - English for Second Language Learners (ESLL))	**Assessment Method:** Course was not offered in 2011-2012	10/03/2012 - Course was not offered in 2011-2012 **Result:** Target Met **Reporting Year:** 2011-2012	

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Course-Level SLO Status: Active			
Department - English for Second Language Learners (ESLL) - ESLL 249 - ADVANCED READING - SLO2 Vocabulary - Define denotation and connotation of vocabulary items in context (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** Course was not offered in 2011-2012	10/03/2012 - Course was not offered in 2011-2012 **Result:** Target Met **Reporting Year:** 2011-2012	
Department - English for Second Language Learners (ESLL) - ESLL 25 - COMPOSITION & READING - SLO 1 - Reading popular media - Analyze articles written for a general audience, such as those appearing in Newsweek or Time Magazine. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate students' performance on a reading response assignment for one of their course readings. **Target:** 70% of students should receive a passing/satisfactory grade on the assignment.	09/21/2012 - 82% of students in participating courses passed the assessment. (However, only 1 of 5 sections offered was taught by a full-time faculty member, and only 3 of 5 sections participated in submitting SLO data.) Some students who had difficulty meeting this objective may have been mis-placed into the course - they lacked necessary reading/vocabulary skills for a course at this level. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Hire new FT ESL Composition Instructor to help ensure compliance with curriculum processes and maintain standards.	
Department - English for Second Language Learners (ESLL) - ESLL 25 - COMPOSITION & READING - SLO 2 - expository essays - Write unified, coherent, well-developed expository essays incorporating information in the form of quotes and/or paraphrases from one or more texts (Created By Department - English for Second Language Learners (ESLL))	**Assessment Method:** Evaluate students' performance on the final take-home essay of the quarter - an expository, text-based essay. **Assessment Method Type:** Essay/Journal **Target:** 70% of students will receive a passing grade	09/21/2012 - 86% of students in participating courses met this objective. (However, only 1 of 5 sections was taught by a full-time faculty member, and only 3 sections submitted SLO data.) Although this is a somewhat high "success" rate, it also reflects a smaller overall number of students (compared to SLO1) due to drops and withdrawals of underperforming students over the course of the quarter. Students who struggled with this task often showed persistent trouble with quotes and	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		paraphrases; perhaps beginning this skill in Essay #1 would provide additional exposure to and practice of quoting and paraphrasing. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Hire new FT ESL Composition Instructor to help ensure compliance with curriculum processes and maintain standards.	
Department - English for Second Language Learners (ESLL) - ESLL 26 - ADVANCED COMPOSITION & READING - SLO 1 - Sources - Evaluate, use, and document sources appropriately to develop a position on a topic. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will write a research essay for which they will (1) select sources to use for a variety of rhetorical purposes (introductory information, support, counter-argument, etc.; (2) evaluate sources for quality and relevance; (3) accurately synthesize information from sources with original ideas; and (3) document sources according to conventional MLA format. **Assessment Method Type:** Research Paper **Target:** 75% pass rate	09/02/2012 - The target pass rate of 75% was not met for the following reasons as outlined by instructors: 1. Many students were generally unprepared for the course in terms of the reading skills necessary to effectively glean main ideas from sources. 2. Students struggled to make connections between the ideas found in sources and their own original ideas. Instructors attribute this problem to poor reading skills. 3. Students struggled with smoothly incorporating ideas from sources in the form of quotes and paraphrases. Instructors maintain that they would not make any changes to the SLOs or the way they teach, identifying two major reasons for failure to meet the target: (1) Students do not receive adequate preparation in pre-requisite courses. (2) The ESLL assessment vehicle does not effectively discriminate placement at the highest levels of ESLL, namely ESLL 25 and 26, so many students appeared to be misplaced. (3) Foothill College lacks an ESLL Writing Center.	09/03/2012 - Request that administration commit resources to hiring new full-time ESLL composition instructors and provide funds for establishing a new ESLL Writing Center

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** Funds for human-read assessment essays. ESLL Writing Center. New ESLL composition positions. **GE/IL-SLO Reflection:** The SLO relates directly to the outcome in the ESLL 26 course outline and the Communication and Critical Thinking Rubrics. Until the administration commits resources to hiring new full-time ESLL composition instructors, providing funds for establishing a new ESLL Writing Center, the ESLL Department does not anticipate improvement in success rates.	
Department - English for Second Language Learners (ESLL) - ESLL 26 - ADVANCED COMPOSITION & READING - SLO 2 - argumentative essay - Write an argumentative essay of at least 1,000 words articulating and developing a position on an issue discussed in one or more texts. (Created By Department - English for Second Language Learners (ESLL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will write an essay for which they will be assessed on how well they demonstrate the ability to articulate a position by using the rhetorical techniques relevant to argumentation after explicit instruction of such techniques. **Assessment Method Type:** Essay/Journal **Target:** 75% success rate	09/02/2012 - The target pass rate of 75% was not met for the following reasons as outlined by instructors: 1. Many students were generally unprepared for the course in terms of the reading skills necessary to comprehend the complexities of persuasive reading, including basic academic rhetoric, content, and vocabulary, even after extensive instruction. 2. Students struggled to make connections between the ideas found in sources and their own original ideas. Instructors attribute this problem to poor reading skills. 3. Students struggled with smoothly incorporating ideas from sources in the form of quotes and paraphrases. Instructors maintain that they would not make any changes to the SLOs or the way they teach, identifying two major reasons for failure to meet the target:	09/03/2012 - Request that administration commit resources to hiring new full-time ESLL composition instructors and provide funds for establishing a new ESLL Writing Center

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		(1) Students do not receive adequate preparation in pre-requisite courses. (2) The ESLL assessment vehicle does not effectively discriminate placement at the highest levels of ESLL, namely ESLL 25 and 26, so many students appeared to be misplaced. (3) Foothill lacks an ESLL Writing Center. **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** Funds for human-read placement essays. ESLL Writing Center. **GE/IL-SLO Reflection:** The SLO relates directly to the outcome in the ESLL 26 course outline and the Communication and Critical Thinking Rubrics. Until the administration commits resources to hiring new full-time ESLL composition instructors, providing funds for establishing a new ESLL Writing Center, the ESLL Department does not anticipate improvement in success rates.	