

## Basic Program Information

**Department Name:**

ESLL Department

**Division Name:**

Language Arts Division

**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 multi-skill 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.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Richard Morasci	ESL	Instructor
Najwa Jardali	ESL	Instructor
David McCormick	ESL	Instructor
Diane Uyeda	ESL	Instructor

Please include the following information about your program:

Total number of Full Time Faculty:	4
Total number of Part Time Faculty:	9-15 varies by quarter
Total number of Classified Professionals:	1

**Please list all existing Classified positions:***Example: Administrative Assistant I*

Division Administrative Assistant

List all Programs\* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
ESLL			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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

### Section 1: Data and Trend Analysis

Please complete the appropriate data elements.

**A) Instructional Program Data:**

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php>

You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
<i>N/A</i>				

	2011-2012	2012-2013	2013-2014	% Change
<b>Enrollment</b>	2743	2875	2434	-15.3
<b>Productivity (College Goal 2014-15: 535)</b>	384	363	382	5.2
<b>Enrollment (non-credit)</b>	N/A	24	586	2,341
<b>Unduplicated head-count (non-credit)</b>	N/A	24	312	1,200

**B) Student Services Programs Data**

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
<b>Students Served (credit)</b>	1237	1271	1135	-10.7
<b>Students Served (non-credit)</b>	N/A	N/A	312	1,200

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List) \_\_\_\_\_

**C) Administrative Unit Data**

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
<b>Students Served (Unduplicated)</b>	1237	1271	1135
<b>Faculty Served</b>	N/A	N/A	N/A

Staff Served	N/A	N/A	N/A
<b>Full-time FTEF</b>	5.0	4.9	4.4
<b>Part-time FTEF</b>	5.8	7.7	5.9
<b>Full-time Staff</b>	N/A	N/A	N/A
<b>Part-time Staff</b>	N/A	N/A	N/A

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

[As for changes that have been made or planned, we are not sure how to answer this. Are we expected to have already made or planned changes based on the data we are now assessing?]

Enrollment went down slightly over the last year (2013-2014) while productivity increased modestly.

The number of class sections in the ESLL Department that make enrollment has decreased, but those classes tend to be fully enrolled with waitlists, which explains the higher productivity from the previous year.

Although we are not able to fully understand reasons why fewer classes are filling, we have noticed that at times classes that are near the minimum enrollment end up being cancelled. At the same time, students left on waitlists struggle to find open classes. We realize that scheduling classes is a complex process with many variables, but it seems that the current system often results in a number of students who are unable to enroll in classes (and thus in our enrollment count) because they cannot find a class in which to enroll. In one instance, three weeks prior to the start of Winter 2014, even when classes became fully enrolled (with waitlisted students in the wings), new sections were not opened. It seems that three weeks would have been enough time to attract more students if the class had been offered.

Not opening new classes, if when applied in multiple cases, would lead simultaneously to a significant increase in productivity with a lower total number of classes -- thus lower overall enrollment. Perhaps the college prioritizes productivity at this point in time? Is the goal to begin with stronger productivity and then increase the quantity of highly productive classes to reach the ultimate goal of more classes with high productivity?

The ESLL Department has previously asked for clarification on why enrollment has dropped, because without better understanding why enrollment numbers are down, we cannot be sure how to ameliorate the situation. We would like to meet with campus researchers to coordinate, discuss, and act on relevant data.

For our part, the ESLL Department's launching of the new non-credit program brought in approximately 150 new students in Fall 2013.

As for student retention, we would like some data on whether ESLL student enrollment has decreased as a result of students' trying to avoid the ESLL sequence, for example by taking the ENGL placement test and attempting the ENGL sequence. We'd also like to have enough information to be able to assess any significant correlation between recruitment efforts directed at particular populations (i.e., resident versus international) and enrollment trends for these groups. For this we would need to know numbers on recruitment budget and student enrollment.

Our enrollment could also improve with the revival of an evening program, which used to be rather robust here. This issue has not yet been resolved. Moreover, resident students have decreased over time. (They also were the main population in our evening program.) How can we bring them back and keep them? We wonder how many community colleges have dropped their evening programs. (Anecdotally, College of San Mateo has a successful ESL evening program.) Are there statistics that show the number of resident students who have dropped out of Foothill over the past few years?

Moving forward, we need to know whether Foothill is as committed in its recruitment and retention of resident ESL students as it is in its recruitment of international students so that we can develop our program accordingly.

## Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

Perhaps our non-credit program, which is highly enrolled with Latino students, will feed into our credit program and thereby increase the numbers.

Even in our credit classes, many of our Latino students are generation 1.5 students and have different needs from international students. Our program, however, may currently be designed more for those international students and their lifestyles, thus disadvantaging the resident Latino learners, who often work and lack academic backgrounds. They may also not have academic goals. It seems to this committee that the nature of our curriculum has shifted over time to cater to F1 students more so than to resident students. Although this may ostensibly be due to the increase in international students, we wonder if this might also be due to a relative decrease in outreach to resident student populations.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

In the ethnicity breakdown for credit classes, our "Decline to State" number is very high (47% of students). Our Latino/a population seems low (8%), so it is very likely that many of them are not stating. There may also be students captured in the "Decline to State" group who do not identify with the other options, such as international students from Africa.

If we look at our non-credit student population, which is mostly Latino (57%), the numbers comprise a wide range of other ethnicities (Asian = 19%, White = 18%, Decline to state = 6%). These data create a more accurate and complete picture of our diverse student population.

While the non-credit program was established to meet the needs of our underserved resident population, we inadvertently created a program which has resulted in the segregation of students in terms of ethnicity, socio-economic status, and location of instruction (main campus versus Middlefield). In this situation, equity can not be achieved because the new model seems to have created barriers for resident students who wish to advance and be successful in higher-level academic courses.

Part of the solution might be to move the non-credit program onto the main campus. Space would not be a problem because most of these courses are offered in the evening. This would also help create a more academic environment accessible and inviting to students of all backgrounds.

### Section 3: Outcomes Assessment Summary

- A) Attach 2013-2014 Course-Level (for Instructional Programs Only) – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.**
  
- B) Attach 2013-2014 Program Level – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.**

### Section 4: Assessment and Reflection

**Based on your assessment data and reflections, please respond to the following prompts.**

- A) For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

The development of ESLL 249 was in response to the SLOs from our reading and writing courses, which indicated that our students lacked critical reading skills. As of the end of 2013-2014, the course had been created and approved, and the goal had been set for 2014-2015 to make the course required.

- B) For instructional programs only, how has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

N/A

For all programs: Instructional, Students Services, Administrative

**C) How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?**

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

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 multi-skill 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) What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

- All full-time faculty are required and part-time faculty are invited and encouraged to participate in SLO assessment. (We support the idea of allocating financial incentives for adjunct members to participate in SLO reflection meetings.)
- Full-time faculty coordinate the process.
- Full-time faculty gather, synthesize, and enter the data into TracDat.
- We discuss assessments/reflections at our department meetings on a quarterly basis, and make changes as issues/items come up.
- Annual SLO assessment schedule for courses and reflection data (Tracdat report) are posted in the division office.

## Section 5: Program Goals

**Please comment on progress you have made on program goals from prior program reviews.**  
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
1. Create supplemental instruction courses	No	Revised	Due to the fact that they are not mandatory and very expensive for international students who comprise more and more of our student population, supplemental classes do not make enrollment and are not being offered.
2. Meet and maintain instructional standards in ESLL composition courses	No	In progress	To ensure a smooth transition between and among ESLL composition and mainstream courses, we are considering norming sessions, common final exams, and course level meetings to discuss course outlines, SLOs, assignment and tasks, and teaching approaches.
3. Meet and maintain curricular standards in ESLL program	No	In progress	To maintain standards across sections of all ESL courses, we are planning course level meetings to discuss course outlines, SLOs, assignment and tasks, and teaching approaches.
4. Improve communication between full-time and part-time instructors regarding department requirements and procedures (e.g., SLO implementation and adherence to course outlines)	No	In progress	We have made efforts by distributing hard copies of course outlines to all faculty teaching a given course, but this alone doesn't ensure the maintaining of standards.
5. Develop improved orientation process for new part-time faculty	No	In Progress	Our Dean gives every newly hired faculty a hard copy of course outlines and, for guidance, pairs them with full-time faculty who teach the same courses.
6. Increase collaboration with workforce programs	No	In progress	We have designated funding and have hired one of our adjunct faculty with a background in curriculum design to develop VESL (Vocational ESL) curriculum.
7. Improve outreach to underserved populations (e.g. reinstate "one-stop shop" registration assistance at Middlefield Campus) and raise awareness of our new non-credit curriculum	No	In progress	We began our new non-credit program with 150 new students who came from underserved populations. Due to the fact that the people responsible for outreach and publicity for these courses no longer work for Foothill, the enrollment has since decreased.
8. Work with the Office of Institutional Research to identify the goals of NCEL and low-level ESL students	No	In Progress	While this has been postponed due to the challenge posed by the drop in enrollment after the loss of our outreach coordinator for non-credit, we hope to accomplish this goal in order to find ways to improve the non-credit program and revitalize enrollment.

**Please list any new goals for your program you would like to undertake this year.** The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Work together closely with the TLC to create series of workshops to supplement our reading, writing, and grammar classes	Will support student success in both ESLL classes and campus-wide classes.	Track student success through student feedback and student success data
2. Bridge courses from non-credit to credit	Help to ensure that the non-credit program feeds into the credit program to reduce bifurcation, increase enrollment overall, and therefore, better serve our student populations.	Track students from non-credit to credit using enrollment data
3. We are also considering revising the unit load of non-credit courses from 10 to 5 units	Will better meet the scheduling needs of our non-credit student population to improve enrollment retention.	Enrollment data and student feedback
4. Increase PT participation in SLOs	Will ensure that students, upon completing all courses of one level, will have obtained the required skills to be successful in the next level.	The number of part-time instructors who participate
5. Increase and improve communication and collaboration with PT faculty to maintain curricular standards in ESLL program	Will improve consistency of instruction, assessment tools and grading, which will give students comparable experience in terms of what is learned and assessed.	Student success rates can be compared across sections of a course to check for consistency in assessment of course objectives. To this end, we could establish common finals for our classes.

**Annual Program Review Template for 2014-2015 (updated 10/15/14)**

6. Ensure that the combination of 249 and 25 adequately prepare students for the rigors of 1A.	Students will no longer have ESL 26 before English 1A. Therefore, they will have to be as well prepared or better for English 1A with ESL 25/249 as they were with ESL 26.	Success rates
7. Maintain standards across sections of the same class.	Students will benefit from whomever teaches the class since there will be consistent standards in regard to course content and assessment.	Success rates and common finals
8. Establish and require ESL listening and speaking courses across multiple levels of the curriculum.	Students are required in content classes to effectively listen to lectures, participate in small-group and class discussions, and give oral presentations in English. (We presently offer only one [optional] ESL academic listening/speaking class.)	Creation (and/or revival) and implementation of listening and speaking course outlines

## Section 6: Program Resources and Support

**To be completed only if making a new resource request.**

Using the tables below, summarize your program's unfunded 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	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
ESLL Composition Instructor	Goal 7: Maintaining standards	Yes
ESLL Instructor (Generalist)	Goal 7: Maintaining standards	No
NCEL Instructor	Goals 2/3: Meeting needs of underserved communities	No

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

Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.	% Time
ESLL Department Chair	Organize and facilitate collaborations, orientations, norming, SLOs, maintaining standards, instructor evaluations, etc. Run Class Scheduling. Manage program review.	25% for Composition Instructors 23% for non-Comp Instructors

### One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
N/A		

**Ongoing B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
<b>Stipends for instructors to read and rate placement test essays</b>	\$5000	Maintaining standards across levels and classes.
<b>Stipends for professional norming sessions</b>	\$5000	Maintaining standards across levels and classes.
<b>Stipends for part-time faculty to attend professional development workshops and SLO meetings within the department</b>	\$5000	Increase professional development opportunities and build a cohesive and vibrant pedagogical culture.

**Facilities and Equipment**

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
N/A		

**Section 7: Program Review Summary**

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. I am optimistic that the non-credit courses will continue to attract new students to the college, but worry that without the ability to assign full-time faculty into these courses the ESL program will continue to bifurcate.	This is also a concern that the ESLL Department has. We started the non-credit program with 150 new students from our much-neglected resident population. With the leaving of Alexandra Duran, we saw a major drop in enrollment. Alexandra was a mover and shaker. Without such an outreach person with a well-established network of resources and connections, our program will continue to suffer. With no full-time instructor allowed to teach a non-credit class except as an overload, the non-credit program will likely remain detached from the ESL Department. In addition, having no full-time instructors teaching these non-credit classes makes gathering and processing SLOs problematic because part-time instructors are not contractually obliged to assess them, thus placing a serious challenge to full-time faculty who are ultimately responsible for the process and wouldn't have easy access to the classes otherwise.

2. I am also concerned that the current credit bearing support courses including ESLL 246, 247, and 248 do not have the enrollment to be sustainable.	2. Due to low enrollment, 246 and 247 have already been removed from schedule. The ESLL Department has discussed the possibility of making these classes non-credit. However, there are a number of difficulties in doing so. These 3-unit non-credit classes would pay very little, so getting part-timers to teach them would be a problem. Full-timers were also not interested for the same reason. Since non-credit classes are free and without grades, we would expect many students to enroll in these classes, but we fear that the level of commitment might be quite low. A better route might be to embed these essential skills from these classes in the existing classes when the course outlines are rewritten. A short-term solution could be to have series of workshops held covering these skills in the Teaching and Learning Center.
3. I would advocate that an MOU be negotiated with the FA that would allow full-time ESL faculty to teach up to three non-credit classes a year for load.	3. We would agree that this might draw the two programs closer together and would help with oversight and SLO assessment. (Part-time faculty are not obliged to participate in SLOs except for putting them on their syllabi.)
4. I would also encourage the ESL faculty to look at the curriculum for the ESL support courses to see if it may be suitable for non-credit development.	4. This is covered above in #2.

**a. After reviewing the data, what would you like to highlight about your program?**

While our faculty are highly skilled and educated in the field of ESL teaching, we find it increasingly difficult to function as a department with such a small number of full-time faculty. In the last five years, we have lost five full-time instructors with only one replacement (in 2014-2015, when one full-time ESLL composition instructor was hired). In 2011-2012, full-time instructors accounted for 53% of all ESLL classes taught, while by 2013-2014, that number had changed, with full-time faculty teaching just 45% of courses. Without additional full-time faculty working on developing curriculum, collaborating with adjunct instructors, and teaching courses, it will remain very challenging to achieve the goals of our departmental mission statement.

## Section 8: Deans Feedback and Follow Up

**This section is for the Dean to provide feedback.**

**A) Strengths and successes of the program as evidenced by the data and analysis:**

The ESL program remains a core and vital link for Foothill students seeking to improve their English language abilities and to matriculate towards transfer-level courses within the Language Arts division and other divisions across campus. The critical skills gleaned from successful completion of ESL courses ensure that students will improve their chances of success in all of their classes. Most research indicates that students who complete their basic skills coursework prior to attempting

**B) Areas of concern, if any:**

I continue to be concerned by the bifurcated nature of the ESL program and its course sequencing. While enrollment has declined across all sections of ESL, the decline is most precipitous in the lowest level ESLL classes. As an example, I had to cut all but three of the level one credit classes in ESL this winter due to low enrollment, and the remaining sections had enrollments hovering right at the cut point of twenty students.

**C) Recommendations for improvement:**

While enrollment management remains the purview and responsibility of the dean and management, I remain open to scheduling options that might prove attractive to students and thus increase enrollment in the ESL sequence. I also remain open to and committed to serving ESL students by opening new sections of classes when waitlists and demand warrant, and I will be more vigilant in tracking demand for courses as registration and enrollment develops.

**D) Recommended next steps:**

- Proceed as planned on program review schedule
- Comprehensive Program Review (Out of cycle) Recommended
- Remediation Plan Recommended

*Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.*

# Unit Course Assessment Report - Four Column

Foothill College

## Department - English for Second Language Learners (ESLL)

**Mission Statement:** 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.

Course-Level SLOs	Means of Assessment & Targets for Success / 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))	<b>Assessment Method:</b> See findings/reflections		
<b>Course-Level SLO Status:</b> Inactive			
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))	<b>Assessment Method:</b> In the three classes the students were given new articles to read. In two classes the students were given three choices of main ideas to choose from; however, in the third class they were asked to write the main idea <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> More than 70% of students successfully identified the main idea in the multiple choice question, but only 65% wrote down the correct main idea.	<b>09/20/2014 - Course not offered in 2013-2014</b> <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - English for Second Language Learners (ESLL) - ESLL 200A - FOUNDATIONS IN ENGLISH AS A	<b>Assessment Method:</b> Students were shown a 10 minute lecture for	<b>09/20/2014 - Course not offered in 2013-14</b> <b>Result:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Start Date:</b> 10/31/2012</p> <p><b>End Date:</b> 11/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>which they took notes, then summarized orally in groups, then wrote a summary</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70 percent of students to write a summary that reflects the main points of the lecture.</p>	<p>Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> See assessment findings/reflections</p>	<p>09/20/2014 - Course not offered in 2013-2014</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> See assessment findings/reflections</p>	<p>09/20/2014 - Course not offered in 2013-2014</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>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</p>	<p><b>Assessment Method:</b> 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.</p>	<p>09/20/2014 - Course not offered in 2013-2014</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>sentences. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Start Date:</b> 10/16/2012</p> <p><b>End Date:</b> 11/29/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of the students would use the words correctly, in meaning and form, 75% of the time.</p> <p><b>Assessment Method:</b> Students were give vocabulary words they'd learned and asked to use them to write original sentences</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of the students would correctly use 70% of the words in original sentences</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of the students passing with a grade of 70% or better</p>	<p>09/20/2014 - Course not offered in 2013-2014</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - English for Second Language Learners (ESLL) - ESLL 210B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV - SLO 1 - 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))</p> <p><b>Start Date:</b> 01/09/2012</p> <p><b>End Date:</b> 03/19/2012</p>	<p><b>Assessment Method:</b> Students are given 2 readings from 4 to 6 paragraphs each. They are required to distinguish the topic from the main ideas and then identify the supporting details.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students to meet the SLO requirement</p>	<p>09/20/2014 - Course not offered in 2013-2014.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active 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))	<b>Assessment Method:</b> Students were required to use each of 20 words in their given form in an original sentence that demonstrates their understanding of and ability to use the word correctly. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70% of students to meet the SLO requirement by using 70% of the words correctly.	09/20/2014 - Course not offered in 2013-2014. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> <u>2013-2014</u>	
<b>Course-Level SLO Status:</b> Active 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))	<b>Assessment Method:</b> Students were asked to write a reflection on one of the readings, applying their own opinion and supporting their ideas based on information from the reading. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 70% of students would meet the SLO	09/20/2014 - Course not offered in 2013-2014 <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> <u>2013-2014</u>	
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students were asked to reflect on and use the ideas learned from the reading to express and support their own opinion in a paragraph. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70% of students to meet this SLO	09/20/2014 - Course not offered in 2013-2014 <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> <u>2013-2014</u>	
Department - English for Second Language Learners (ESLL) - ESLL 225 - DEVELOPING LISTENING/SPEAKING	<b>Assessment Method:</b> Course was not offered in 2011-2012	09/20/2014 - Course not offered in 2013-2014 <b>Result:</b> Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
SKILLS - SLO 1 - Respond to varied types of aural input (instructions, telephone messages, conversations, short talks) (Created By Department - English for Second Language Learners (ESLL))		<b>Year This Assessment Occurred:</b> <u>2013-2014</u>	
<b>Course-Level SLO Status:</b> Active			
Department - English for Second Language Learners (ESLL) - ESLL 225 - DEVELOPING LISTENING/SPEAKING SKILLS - SLO 2 - Participate in social interactions and group discussions. (Created By Department - English for Second Language Learners (ESLL))	<b>Assessment Method:</b> Course was not offered in 2011-2012	<b>09/20/2014 - Course not offered in 2013-2014</b> <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> <u>2013-2014</u>	
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> There are 10 questions where students have to fill in the blanks with the correct tense of the verbs given. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 75% of the students received scores of 75%	<b>Related Documents:</b> <a href="#">SLO 1: Tenses-Present and Past</a>	
<b>Start Date:</b> 10/28/2011 <b>End Date:</b> 10/29/2011			
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> There are 10 questions where students have to fill in the correct modal verb. <b>Target for Success:</b> 70% of the students can correctly answer 70% of the questions.	<b>01/20/2014 - The students met the target. The testing for SLO 1 came soon after the Ss had learned and practiced the modal verbs. The test was written in a clear way and was related to how the Ss had practiced the modal verbs in class.</b> <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> <u>2013-2014</u>	
	<b>Assessment Method:</b> Fill in the blanks with the appropriate modal in either the present or past. <b>Assessment Method Type:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 72%</p>		
<p>Department - English for Second Language Learners (ESLL) - ESLL 226 - HIGH-INTERMEDIATE GRAMMAR - SLO 2 -- Correctly use the present perfect, simple past and past progressive. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Start Date:</b> 09/29/2014</p> <p><b>End Date:</b> 12/10/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Fill in the blank to assess tenses.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will be able to answer 70% of the blanks correctly.</p>	<p>01/20/2014 - Students did so poorly on the tests for two reasons. First, the time period between when the tenses were taught and practiced and when they were tested for SLO was quite extensive. Secondly, the test was not always clearly written. At times, a false expectation was set up by the dialogues.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>01/20/2014 - There should be a review of the tenses periodically during the quarter. This would reinforce the usage of tenses. Students would be more competent when handling the tenses at the end of the quarter. The test should be rewritten with clarity in mind. In this regard, students would not be "surprised" by an artificial flow of a dialogue.</p>
	<p><b>Assessment Method:</b> Students were given a writing prompt that elicited the use of the present perfect and simple past tenses</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students should use the present perfect and simple past tenses 75% of the time correctly and meaningfully</p> <p><b>Assessment Method:</b> Complete the question and complete the answer SLO test instrument.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 73%</p>		
<p>Department - English for Second Language Learners (ESLL) - ESLL 227 - HIGH-INTERMEDIATE READING SKILLS - SLO 1 - Identifying main idea - Identify the main</p>	<p><b>Assessment Method:</b> In the final exam, students were given an article to read, and asked to identify the main idea of the reading.</p>	<p>01/10/2014 - 78% of the students succeeded</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	<p>01/10/2014 - The next test should have all sections identify the main idea by having students find the main idea and paraphrasing it in</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>idea of an appropriate text of approximately 500 words. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Start Date:</b> 10/28/2013</p> <p><b>End Date:</b> 12/13/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of the students passing with a 'C' grade or better.</p>	<p>2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> One of the teachers required the students to find and write the main idea down whereas the other two gave the students multiple choice answers. The latters' students scored better. Perhaps in future the testing would be more effective if they were uniform in the method of identifying the main idea.</p>	<p>their own words, not by identifying it from multiple choice answers.</p> <hr/>
	<p><b>Assessment Method:</b> 1. Writing the main idea in students' own words. 2. Picking the main idea from a choice of three. The SLOs were done in multiple sections of the course.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> The target for success in the sections that did regular practice with writing the main idea in students' own words (#1) was between 60% to 70%, the target for those who did not regularly practice writing was 50%. The target for success for #2 was 75%</p>		
<p>Department - English for Second Language Learners (ESLL) - ESLL 227 - HIGH-INTERMEDIATE READING SKILLS - SLO 2 - Vocabulary application - Apply words learned in their given form by using them to write original sentences which demonstrate the student's comprehension of the target word. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Start Date:</b> 09/30/2013</p> <p><b>End Date:</b> 12/13/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of the students passing with a 'C' or better.</p> <p><b>Assessment Method:</b> Students were given a list of 10 vocabulary items that had been presented and practiced</p>	<p>01/10/2014 - 68% of the students scored 70% or better on the test. The students need more practice in using newly learned vocabulary words</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of the students should score 70% on the test.</p> <p><b>Assessment Method:</b> Multiple sections tested this SLO by giving 20 vocabulary words for students to use in original sentences in their given form. However, one teacher gave students 50 words to use in original sentences where they had to decide which form of the words to use.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> The target for success for all sections combined was 72%.</p>	<p>in original sentences that they perhaps incorporate in their own writing assignments for the class.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students watched a 10 minute academic lecture on DVD and took notes</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 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.</p> <p><b>Assessment Method:</b> Students watched a 10 minute video lecture during which they were required to take guided notes.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b></p>	<p>08/26/2014 - 89% of students succeeded in this task and incorporated note taking skills they learned</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	75%		
<p>Department - English for Second Language Learners (ESLL) - ESLL 228 - DEVELOPING LANGUAGE SKILLS FOR INTERNATIONAL STUDENTS - SLO 2 - social interaction - Effectively participate in social interactions and group discussions to acquire and give needed information. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b> 06/30/2014</p> <p><b>End Date:</b> 08/28/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 70%</p>	<p>09/25/2014 - The success rate was around 83%. I asked the students to rate the success rate of the responses they got from their group members from a scale of 1 to 10 and this is how I got the results.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This is a very interesting result considering that the vast majority of this class was from one language and cultural background. The class and I had a very good rapport and they were highly motivated to work hard in this class as they wanted to score as high as possible on the placement test after the class was over.</p>	
<p>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))</p> <p><b>Start Date:</b> 04/07/2014</p> <p><b>End Date:</b> 06/30/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> students listened to and took notes on a 10 minute academic lecture, then they practiced an oral summary in groups, followed by a written summary</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 75% success in summarizing the main points clearly.</p>	<p>08/26/2014 - 87% were successful in this task</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This class was more or less homogenous in its level of language proficiency and came into the course already knowing how to do written summaries; therefore, they were able to gradually and effectively apply it to a listening task.</p>	<p>08/26/2014 - In comparison with previous quarters of classes with varying levels of proficiency, this class was homogenous. In classes with varying levels, it is important to be sure everyone knows what a summary is and how to write on. It is a good idea to begin the class by reviewing how to write a summary, practice writing summaries of texts students read for the class before doing oral and written summaries of lectures students listen to. I think this would help to increase the success levels.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Interviews/Focus Groups</p> <p><b>Target for Success:</b> 80% of students to be able to communicate with words and body language to get the information they need.</p>	<p>08/26/2014 - This time I got more clear results as students then did an oral summary based on their amended notes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>08/26/2014 - Adding an oral summary at the end of the exercise gave me a more clear idea of the students strengths and weaknesses. I think it is a good idea to use this format in the future.</p>
<p>Department - English for Second Language Learners (ESLL) - ESLL 236 - ADVANCED GRAMMAR - SLO 2 - Paragraph writing - Write cohesive paragraphs composed of varied sentence structures. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Start Date:</b> 01/07/2013</p> <p><b>End Date:</b> 03/29/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students were required to write a multi-paragraph essay whose prompt required them to use a variety of sentence structures to express original ideas.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 70% of the students to meet SLO requirement</p>	<p>08/18/2014 - 64 students out of 79 students (81%) were able to achieve a grade of C or above in completing the task.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - English for Second Language Learners (ESLL) - ESLL 236 - ADVANCED GRAMMAR - SLO 1 - Compound and complex sentences - Write well-formed</p>	<p><b>Assessment Method:</b> Students were required to write a multi-paragraph essay whose prompt required them to use a variety of sentence structures</p>	<p>08/18/2014 - 64 students out of 79 students (81%) were able to achieve a grade of C or above in completing the task. Within the essays the</p>	

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<p>compound and complex sentences that express original ideas. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>to express original ideas.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 75% of class to meet the SLO requirement</p>	<p>students wrote, they had to include a variety of compound and complex sentences.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>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))</p> <p><b>Start Date:</b> 05/14/2014</p> <p><b>End Date:</b> 06/30/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students respond to either pre-assigned study/response questions or essay prompt given for take-home or in-class essay.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 80%</p>	<p>04/15/2014 - Across 4 sections, the average success rate (students meeting target) was 76% with individual sections ranging from 58% to 89%. Many of the failures to meet the target were a result of students not submitting/completing the assignment at all.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>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 multiple paragraphs. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Two- to three-page expository essay</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 80% of students will pass the essay.</p>	<p>04/15/2014 - The average success rate across 4 sections was 76% with individual sections reporting between 68-96% success. The evaluation instrument was the final take-home essay for all sections. Many of the failures to meet the target were a result of students who knew they were failing the course who had either stopped attending class by that point, or who did not submit the final essay.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - English for Second Language Learners (ESLL) - ESLL 237 - BASIC</p>	<p><b>Assessment Method:</b> Upon closer examination, we discovered</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Inactive</p>	<p>that this SLO presented problems in terms of implementation and quantification. We will revise this SLO for future evaluation cycle.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> NA</p>		
<p>Department - English for Second Language Learners (ESLL) - ESLL 246 - APPLIED GRAMMAR &amp; EDITING SKILLS - SLO 1 - Error profile - Develop an individual error profile. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Start Date:</b> 06/08/2011</p> <p><b>End Date:</b> 10/11/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students compile an error log of mistakes made in their academic writing.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Students identify frequently recurring errors in their writing.</p>	<p>09/20/2014 - Course not offered in Spring 2014, which is when the assessment for the course was scheduled.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - English for Second Language Learners (ESLL) - ESLL 246 - APPLIED GRAMMAR &amp; EDITING SKILLS - SLO 2 - error elimination - Eliminate errors identified in the individual error profile. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Start Date:</b> 06/15/2011</p> <p><b>End Date:</b> 10/12/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 90% of the students passing with a C or better.</p>	<p>09/20/2014 - Course not offered in Spring 2014, which is when the assessment for the course was scheduled.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
	<p><b>Assessment Method:</b> Comprehensive final exam based on course</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>topics for the quarter.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students passing the exam</p>		
<p>Department - English for Second Language Learners (ESLL) - ESLL 247 - ADVANCED VOCABULARY DEVELOPMENT FOR READING &amp; 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))</p> <p><b>Start Date:</b> 04/14/2014</p> <p><b>End Date:</b> 08/31/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students were given 20 newly learned vocabulary to use meaningfully and appropriately in the form given.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 75%</p> <p><b>Assessment Method:</b> The text had seven units with four lessons per unit. At the end of each lesson were questions requiring students to use the target vocabulary appropriately in examples about themselves and their experiences. After class discussion, the students were assigned questions to respond to in writing. Sometimes, I had them select and write about just a couple of the questions they were most interested in.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 75%</p>	<p>08/26/2014 - Students were able to show their understanding of the nuances in the meaning of words in specific context related to their readings. As this class only had 8 students, we were able to spend good time analyzing and practicing the same words applied in varying contexts. They were able to do this well with a 78% class success rate.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - English for Second Language Learners (ESLL) - ESLL 247 - ADVANCED VOCABULARY DEVELOPMENT FOR READING &amp; 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))</p> <p><b>Start Date:</b></p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 75% should be able to articulate the process of 3 strategies for learning new words that</p>	<p>08/26/2014 - 79% of the students articulated how the strategies learned in class contributed to refining their word learning process.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>04/14/2014  <b>End Date:</b>  06/30/2014  <b>Course-Level SLO Status:</b>  Active</p>	<p>they have learned in class and to show with example.</p> <p><b>Assessment Method:</b>  Class and text exercises included identifying the word forms in each target word family, reading vocabulary in context, guessing meaning, doing various comprehension check exercises, and using the words creatively in oral and written communication, applying the words to their own lives.  Students also used a dictionary to look up words.</p> <p><b>Assessment Method Type:</b>  Discussion/Participation</p> <p><b>Target for Success:</b>  75%</p>		
<p>Department - English for Second Language Learners (ESLL) - ESLL 248 - ADVANCED GRAMMAR REVIEW - SLO 1 - Grammatical error identification - Identify three patterns of grammatical errors that students tend to make. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Course-Level SLO Status:</b>  Active</p>	<p><b>Assessment Method:</b>  Students were asked to identify patterns of grammatical errors that they were aware they made at the beginning of the course. 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.</p> <p><b>Assessment Method Type:</b>  Essay/Journal</p> <p><b>Target for Success:</b>  70% of the students can identify patterns of errors that they make.</p>	<p>10/13/2014 - 100% of the students could identify patterns of errors that they made. It was interesting to see the difference in the error types students identified at the beginning of the course and those they wrote about at the conclusion of the course. The table below shows these differences. In any case, the comments made by students demonstrated a heightened and more nuanced awareness of their errors.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2013-2014</p>	
<p>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))</p>	<p><b>Assessment Method:</b>  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.</p> <p><b>Assessment Method Type:</b>  Essay/Journal</p>	<p>10/13/2014 - Not all of the students made demonstrable revisions to their introductions. I would say 80% of them did. I have included six examples. Editing their own work is very difficult for students. They can edit simple errors if they have been marked as errors for them. For example, if it is a matter of capitalization, as in</p>	

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<b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> 70% of the students would make demonstrable revisions to their introductions.	<p>Student 1's case, students can correct that error. However, some have difficulty editing the same error when it occurs later in the text but has not been marked for them. What seems like simple errors, such as subject/verb agreement, noun plurals, and use of the past tense when referring to past events, is not simple for students who have been making the same errors unconsciously for many years. This requires great effort, which many such students are not willing to invest. On the other hand, students like Student 2 clearly devoted a lot of energy and time into revising their work. It is possible that this student enlisted help from others, but I think that this is something students will need to do when there is no course or instructor to help them. The use of articles is one of the last grammatical features fully acquired by learners. Student 6, who is an advanced learner, demonstrates that she has made significant progress in learning to use them.</p> <p><b>Result:</b>            Target Met  <b>Year This Assessment Occurred:</b>            2013-2014</p>	
Department - English for Second Language Learners (ESLL) - ESLL 249 - ADVANCED READING - SLO1 Summarizing - Summarize arguments in an expository text. (Created By Department - English for Second Language Learners (ESLL))	<b>Assessment Method:</b> Course was not offered in 2011-2012	06/27/2014 - A major focus of the course, summarizing is an important tool in assessing student comprehension of extended material. After analysis of short and multi-page texts for main idea and supporting details, most students were able to write summaries that highlighted main ideas. However, they struggled with coherence, that is, adequately showing how ideas in a text relate to one another (cause/effect, contrast, etc.). Too often, students wrote summaries as lists of points rather than flowing arguments. Explicit instruction remedied the situation to a point as did multiple drafting with	07/11/2014 - Increase unit value to 5 units. <hr/> 06/27/2014 - Analysis of coherence in multi-paragraph readings BEFORE teaching summary writing.

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		<p>copious instructor comments.</p> <p>Given the amount of class time required to teach and assess this skill (and many others listed in the course outline), ESLL 249 would work better as a 5-unit course given the depth and breadth of the skills covered in the course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - English for Second Language Learners (ESLL) - ESLL 249 - ADVANCED READING - SLO2 Vocabulary - Define denotation and connotation of vocabulary items in context.</p> <p>(Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Course was not offered in 2011-2012</p>	<p>06/27/2014 - Students were able to identify the denotation of target vocabulary but struggled with connotation even after instruction in the importance of understanding the latter. Students possessed very limited ability to read for connotation even with multiple examples in various contexts. In short, the inability to see what words connote relates to general deficiencies in reading. By the end of the quarter, students reached barely adequate levels of proficiency.</p> <p>Given the amount of class time required to teach and assess this skill (and many others listed in the course outline), ESLL 249 would work better as a 5-unit course given the depth and breadth of the skills covered in the course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>06/28/2014 - Focus more carefully on the importance of connotation and usage.</p>
<p>Department - English for Second Language Learners (ESLL) - ESLL 25 - COMPOSITION &amp; READING - SLO 1 - Reading popular media - Analyze articles written for a general audience, such as those appearing in Newsweek or Time Magazine.</p> <p>(Created By Department - English for</p>	<p><b>Assessment Method:</b> Evaluate students' performance on a reading response assignment for one of their course readings.</p> <p><b>Target for Success:</b> 70% of students should receive a</p>	<p>07/11/2014 - A majority of students possessed the skills to locate main ideas in the most general sense. However, they struggled to understand abstractions, that is, the deeper messages authors wish to convey. They also tended to see main ideas as a separate entities within a text while</p>	<p>07/11/2014 - Assess reading skills early in the quarter and revise prerequisite curriculum to include much explicit instruction in reading skills.</p>

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<p>Second Language Learners (ESLL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>passing/satisfactory grade on the assignment.</p>	<p>failing to see how they form a cohesive whole. Students entered the course with widely varying reading skills, possible due to problems with placement or lack of reading focus in pre-requisite courses.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - English for Second Language Learners (ESLL) - ESLL 25 - COMPOSITION &amp; 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluate students' performance on the final take-home essay of the quarter - an expository, text-based essay.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 70% of students will receive a passing grade</p>	<p>07/15/2014 - After explicit instruction in essay writing, a majority of students who consistently attended the course succeeded in producing acceptable essays that synthesized original ideas with information from texts. Failing students exhibited similar characteristics, namely, lack of preparation in prerequisite courses or incorrect placement.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>07/15/2014 - Encourage all ESLL 25 faculty to adhere to the course outline.</p>
<p>Department - English for Second Language Learners (ESLL) - ESLL 26 - ADVANCED COMPOSITION &amp; 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 75% pass rate</p>	<p>09/15/2014 - 7 of 7 sections reported SLO data for Spring 2014. Overall pass rate was 78% across all sections, with individual instructors reporting between 55-89% success. Much like last year, students who failed to pass the research paper were often students who had struggled all quarter and didn't turn in a research paper, or students whose grammar and/or critical thinking skills were too weak to successfully complete the task. Even among students who did pass, common weaknesses identified by several or all instructors included difficulties locating and using appropriate sources (doing academic research), difficulties integrating quotes and paraphrases from sources, difficulties with MLA format, and difficulties with critical reading and critical thinking skills.</p>	

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		<p>Comments from instructors include:</p> <ul style="list-style-type: none"> <li>* "I think students who were unable to develop and articulate coherent and thoughtful arguments were often missing critical reading and thinking skills."</li> <li>* "Many students who were not able to pass the assignment demonstrated difficulties in sufficiently developing and supporting a well-balanced, thesis-based argument. In such cases students were unable to go beyond a one-sided, simplistic discussion of their topic. They seemed to only superficially address the key issues, often times over-relying on personal stories or wordy (often circular) discussions that lacked critical thinking and analysis."</li> <li>* "Students who received failing scores tended to use anecdotes and individual examples as "evidence" and failed to provide the empirical evidence necessary to prove claims."</li> <li>* "Weak critical thinking skills also seem to play a part in students' failure to recognize patterns of weak support and inability to think through a problem to viable and detailed solutions. It seems as though many of our students have never been expected to think beyond memorization of information in their schooling and as a result are inexperienced and ill-equipped at analyzing issues at the level which is expected of them in ESLL 26."</li> <li>* "I hope that a dedicated reading course such as ESLL 249 can be part of the solution to this deficit."</li> <li>* "Students would greatly benefit from more instruction in critical reading of academic texts and development of critical thinking/analysis skills."</li> </ul> <p>The instructor with the highest pass rate noted: "The success rates noted above constitute an anomaly given the fact that all of the students with one exception came to the class fully prepared in terms of academic reading and writing skills. This illustrates the importance of establishing standards at each level of the ESL sequence."</p>	

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		<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> Strongly addresses Communication, Creative/Analytical Thinking, Community/Global Consciousness, and some technology/computer skills (for academic research; Computation IL-SLO).</p> <p><b>GE/IL-SLO Reflection:</b> Strongly addresses Communication, Creative/Analytical Thinking, Community/Global Consciousness, and some technology/computer skills (for academic research; Computation IL-SLO).</p> <p><b>GE/IL-SLO Reflection:</b> Strongly addresses Communication, Creative/Analytical Thinking, Community/Global Consciousness, and some technology/computer skills (for academic research; Computation IL-SLO).</p>	
<p>Department - English for Second Language Learners (ESLL) - ESLL 26 - ADVANCED COMPOSITION &amp; 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.</p> <p>(Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 75% success rate</p>	<p>09/15/2014 - 7 of 7 sections reported SLO data for Spring 2014. Overall pass rate was 78% across all sections, with individual instructors reporting between 55-89% success. Much like last year, students who failed to pass the research paper were often students who had struggled all quarter and didn't turn in a research paper, or students whose grammar and/or critical thinking skills were too weak to successfully complete the task. Even among students who did pass, common weaknesses identified by several or all instructors included difficulties locating and using appropriate sources (doing academic research), difficulties integrating quotes and paraphrases from sources, difficulties with MLA format, and difficulties with critical reading and critical thinking skills.</p>	

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