

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: ESLL Department

Division Name: Language Arts

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

| Name | Department | Position |
|-----------------|------------|-----------------|
| Diane Uyeda | ESLL | ESLL Instructor |
| Richard Morasci | ESLL | ESLL Instructor |
| Keith Pratt | ESLL | ESLL Instructor |
| David McCormick | ESLL | ESLL Instructor |
| | | |

Number of Full Time Faculty:

5

Number of Part Time Faculty:

15 ESLL & 5 NCEL

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

None for this department (However, the Language Arts Division has one Administrative Assistant.)

List all programs covered by this review and indicate the program type:

| | | | | |
|------|--------------------------------------|----------------------------------|-------------------------------|---|
| ESLL | <input type="checkbox"/> Certificate | <input type="checkbox"/> AA / AS | <input type="checkbox"/> AD-T | <input checked="" type="checkbox"/> Pathway |
| NCEL | <input type="checkbox"/> Certificate | <input type="checkbox"/> AA / AS | <input type="checkbox"/> AD-T | <input checked="" type="checkbox"/> Pathway |
| | <input type="checkbox"/> Certificate | <input type="checkbox"/> AA / AS | <input type="checkbox"/> AD-T | <input type="checkbox"/> Pathway |

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

| Transcriptable Program | 2012-2013 | 2013-2014 | 2014-2015 |
|------------------------|-----------|-----------|-----------|
| N/A | | | |
| | | | |

1B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

| Non-Transcriptable Program | 2012-2013 | 2013-2014 | 2014-2015 |
|----------------------------|-----------|-----------|-----------|
| NCEL (enrollment) | 0 | 574 | 461 |
| | | | |

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

Our Non-Credit English Language (NCEL) courses prepare lower-level students to transition into our Credit program (ESLL). (See directly above for NCEL enrollment data.)

1C. Department Level Data:

| | 2012-2013 | 2013-2014 | 2014-2015 |
|------------------------------|-----------|-----------|-----------|
| Enrollment | 2871 | 2427 | 2242 |
| Productivity | 362 | 381 | 371 |
| Course Success | 2294 | 1900 | 1783 |
| Full-Time Load (FTEF) | 13.5 | 10.6 | 10.0 |
| Part-Time Load (FTEF) | 7.7 | 5.9 | 4.7 |

1D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☒ Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

| | Program-Level Trend | | | College-Level Comparison | | |
|------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| | Increase | Steady/No Change | Decrease | Above | At Level | Below |
| African American | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Asian | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Filipino | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Latino/a | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Native American | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pacific Islander | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| White | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Decline to State | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☒ At Level ☐ Below Level

Female: ☒ Above Level ☐ At Level ☐ Below Level

<25 Years Old: ☐ Above Level ☒ At Level ☐ Below Level

>25 Years Old: ☐ Above Level ☒ At Level ☐ Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

Our course success rates for Filipino, Pacific Islander, and African American students are below the college-wide trends. (Note: We have African students, but not African American students.) However, student population numbers in these groups are too small to warrant meaningful interpretation of these trends. (African American n=17; Filipino n=12; and Pacific Islander n=6)

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

ESLL 235 (Listening/Speaking for Academic Purposes) is often cancelled due to low enrollment. ESLL 248 (Advanced Grammar Review) is frequently low enrolled. As these courses are not required, students are

not inclined to take them. To address this, we are working on broad curriculum revisions.

11. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☐ Steady/No Change ☐ Decrease
 Program Productivity (Compared to College): ☐ Above Goal ☐ At Goal ☒ Below Goal

Please discuss what factors may be affecting your program's productivity.

Having relatively low seat counts of 30 per class (as compared to other types of courses across the campus) makes productivity a challenge. This results in productivity which will always be below the campus-wide goal of 535. That said, our productivity is up from 362 in 2012-2013 to 371 in 2014-2015. Productivity is also negatively affected when low-enrolled classes are allowed to run. To an extent, these factors are out of our control.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

Although we expect our productivity to decrease for the 2015-2016 academic year due to lowered seat counts for Basic Skills courses (to 25 per class) instituted by the district, our objective will be to gain a department chair who would be responsible for actions to boost recruitment, retention, and transitioning students from non-credit to credit programs, as well as to fill under-enrolled courses, all of which should help increase productivity.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
 Targeted Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
 Online Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
 In-Person/Hybrid Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal
 Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal
 Online Student Course Completion: ☐ Above Goal ☒ At Goal ☐ Below Goal
 In-Person/Hybrid Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion rates, especially for students with basic skills needs.

We are in collaboration with the Teaching and Learning Center (TLC), taking actions such as encouraging students to get extra help there and communicating with TLC coordinator Katie Ha and the tutors on ways to address the specific needs of our ESLL population. We also coordinated with Katie Ha to employ "embedded tutors" who work with teachers in the classroom as well as in the TLC to facilitate group learning and reinforcement of curriculum. Furthermore, with the newly lowered seat counts for Basic

Skills courses, we expect to be able to offer students more individualized attention. Finally, we are planning to develop supplemental instruction (SI) courses to provide additional support in targeted areas such as grammar, reading, and proofreading.

If your program's course completion rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

We plan to move forward by following the ideas we have suggested in the item above. However, without having a clear understanding of what is meant by "targeted groups," we are unable to address this question for that group.

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)

☒ Department Meetings ☐ Opening Day ☒ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

We developed ESLL 249 in response to the SLOs from our reading and writing courses, which indicated that our students lacked critical reading skills. The course was first offered in Spring 2014 and now (as of Summer 2015) operates as a co-requisite with ESLL 25. In addition, the SLO reflections have prompted important revisions to course outlines in an effort to clearly communicate course objectives to all instructors. (red unintended)

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

N/A

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

N/A

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

N/A

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

N/A

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

| | | | | |
|---|-------------|------------------------------------|---|---|
| 1. Work closely with the TLC to create workshops to supplement our reading, writing, and grammar classes | Year: 14-15 | <input type="checkbox"/> Completed | <input checked="" type="checkbox"/> Ongoing | <input type="checkbox"/> No Longer a Goal |
| 2. Meet and maintain curricular standards in ESLL program | Year: 14-15 | <input type="checkbox"/> Completed | <input checked="" type="checkbox"/> Ongoing | <input type="checkbox"/> No Longer a Goal |
| 3. Improve communication between full-time and part-time instructors regarding department requirements and procedures (e.g., SLO implementation and adherence to course outlines) | Year: 14-15 | <input type="checkbox"/> Completed | <input checked="" type="checkbox"/> Ongoing | <input type="checkbox"/> No Longer a Goal |
| 4. Improve outreach to underserved populations (e.g., establish "one-stop shop" registration assistance at the new Onizuka campus) and raise awareness of our new non-credit curriculum | Year: 14-15 | <input type="checkbox"/> Completed | <input checked="" type="checkbox"/> Ongoing | <input type="checkbox"/> No Longer a Goal |
| 5. Work with the Office of Institutional Research to identify the goals of NCEL and lower-level ESL students | Year: 14-15 | <input type="checkbox"/> Completed | <input checked="" type="checkbox"/> Ongoing | <input type="checkbox"/> No Longer a Goal |
| | Year: | <input type="checkbox"/> Completed | <input type="checkbox"/> Ongoing | <input type="checkbox"/> No Longer a Goal |

Please comment on any challenges or obstacles with ongoing past objectives.

Many of the objectives above require release time for a dedicated department coordinator and a campus outreach person, without whom these goals cannot be met by faculty. Also, in order to maintain a fully functional NCEL program, we need a full-time NCEL faculty member to oversee and coordinate that program.

Please provide rationale behind any objectives that are no longer a priority for the program.

N/A

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

| Program Objective | Implementation Timeline | Progress Measures |
|--|-------------------------|--|
| <i>Example: Offer 2 New Courses to Meet Demand</i> | <i>Winter 2016 Term</i> | <i>Course Enrollment</i> |
| 1. Develop Vocational ESLL courses for students in the food service industry. | Summer 2017 | Having the courses approved and offered |
| 2. Facilitate the transition of students from non-credit to credit | Ongoing | Increased numbers of students who transition from NCEL to ESLL |
| 3. Ensure that the combination of ESLL 249 and 25 adequately prepares students for the rigors of ENG 1A. | Ongoing | Self-monitoring, feedback from the ENG department, and data from institutional research on student success rates for ESLL 25/ESLL 249 students in ENG 1A |
| 4. Broadly revise current curriculum. | Ongoing | Having the courses approved and offered |
| 5. Establish and require ESLL listening and speaking courses across multiple levels of the curriculum. | Ongoing | Having the courses approved and offered |
| | | |

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- ☒ Create a culture of equity that promotes student success, particularly for underserved students.
- ☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- ☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

| Resource Request | \$ | Program Objective (Section 3B) | Type of Resource Request | | | |
|---------------------------------------|----|--------------------------------|-------------------------------------|--------------------------------|-------------------------------|--------------------------|
| | | | Full-Time Faculty/Staff Position | One-Time B-Budget Augmentation | Ongoing B-Budget Augmentation | Facilities and Equipment |
| Full-time NCEL Instructor/Coordinator | | 3B.1 and 2 3A.5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Full-time ESLL Composition Instructor | | 3B.3 and 4 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | |
|--|--------|--------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Full-time ESLL Instructor (Generalist) | | 3B.4 and 5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Stipends for PT Faculty Participation in Departmental Projects | \$9000 | 3A.2 and 3 3B.3 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Copy Budget Augmentation | \$5000 | 3A.2 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

We request 25% release time for a Department Coordinator based on our need to meet the following program objectives detailed above: 3A.1, 2, 3, and 4, as well as 3B.4

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

The only requested resource granted during the last three years was the hiring of our new full-time Composition Instructor. (This in light of the fact that our department had lost five full-time faculty members in recent years.)

SECTION 4: PROGRAM SUMMARY**4A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

| Concern/Recommendation | Comments |
|---|--|
| Bifurcated Nature of ESLL sequence (between NCEL and for-credit courses) and related low-enrollment in lowest level of the for-credit program | In order to address this concern, we need a full-time NCEL instructor/coordinator to act as a liaison between the non-credit and credit programs and to promote the successful transition of students from non-credit to credit levels, which would alleviate the problem of low enrollment in our credit program. In addition, because we expect to expand the non-credit program once the new campus at Onizuka is open, this position will be especially important as we reach out to our resident student community in an effort to meet the English learning needs of this population. In this way, we can continue to ensure the success of both our NCEL and ESLL programs. |
| | |

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

We are proud of the following recent accomplishments:

- proactively responding to the need for students to develop critical reading and thinking skills by developing and launching ESLL 249
- facilitating the eventual transfer of high numbers of ESLL students to 4-year institutions.
- providing students a new pathway from ESLL to English 1A

- completion of three course outlines for our new Vocational ESLL curriculum (for food industry workers)
- anticipated new scholarship(s) for ESLL or NCEL students

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

5B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

The ESL department serves a vital role on campus and a student population that is core to the college's diversity. Whether its our international students or non-native speakers from our own community, ESL student needs vary widely and the ESL department has always worked to meet those needs. For example, both the creation and development of noncredit ESL classes and ESLL 249 reflect the commitment of ESL faculty to improve the likelihood that students will succeed not only in their ESL classes but in all their educational goals.

6B. Areas of concern, if any:

Enrollments, particularly in the 220 level continue to decline. This is not a matter of scheduling. Demand for these courses is going down. Students starting in noncredit do not move to the credit sequence in large numbers, and the lower a student starts in the ESL sequence the less likely he/she will matriculate to the top of the sequence. The department continues to be split between the faculty who teach the upper levels of the sequence and those who teach the lower levels of the sequence. Indeed, there appears to be a lack of mutual respect between some faculty in the department, with some faculty feeling as though they are the only ones capable of successfully teaching the classes they are assigned. This split suggests that the faculty are not working collegially and evaluating the entire sequence in light of what's best for our students. And the impulse to add more requirements to the sequence and increase the amount of work necessary to matriculate through it might result in students being overburdened and further causing their enrollment to contract.

I'm also worried about the role of ESL at the new education center in Sunnyvale. With the closing of the Middlefield campus and the reluctance to schedule basic skills and ESL at the Sunnyvale center, I wonder how and where we will continue to serve our noncredit ESL students.

6C. Recommendations for improvement:

Since some of the department's challenges are based on the faculty's perception of themselves and their colleagues, it is difficult to suggest solutions that will lead to an investment in collegiality. Some hiring could help to dilute this issue, but pereceptions do not easily change, and declining enrollment does not

support continued full-time hiring.

Perhaps a look at the ESL sequences at other colleges could shed light on what is and is not working in our sequence at Foothill. If our traditional enrollment is wanning, then reaching out to non-traditional ESL populations may be in order. I'm willing and eager to support professional development opportunities for the department to meet and work these things out. Perhaps a department retreat. Maybe a quarterly meeting for which adjuncts are paid to attend that focus on achieving consistency of instruction across all sections of all courses. Or maybe I just need to rotate assignments in the sequence so that all faculty teach all courses.

6D. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

The strength of our ESLL program lies in the talented and committed faculty we have who are engaged in finding new curricular and pedagogical models to increase student success among some of our most diverse and underrepresented student populations. The ESLL department plays an integral role in the college effort to improve student success and college readiness for those who come unprepared for college level English and writing, and the faculty are engaged in college initiatives to improve student success.

6F. Areas of concern, if any:

Since the 2012-13 Academic Year when ESLL had 14,711 WSCH, the department enrollment has declined 24% to 11,159 in 14-15. The department has requested two additional full-time credit faculty and an additional non-credit faculty member but enrollment declines and a 39% decline in part-time load from 12-13 is a concern. The department goals and objectives include many important initiatives, including the objective for broad curriculum reform in both credit and non-credit curriculum, but the timelines for this work not clear are the completion of many of the objectives appear dependent upon a request for 25% reassigned time for one faculty member. Even if that reassigned time were granted, it would still require the participation of all full-time faculty to accomplish these objectives.

6G. Recommendations for improvement:

The ESLL department recently was approved for hiring two full-time non-credit ESLL instructors through a State pathways grant. This is a huge opportunity for the department to reach its objectives of increasing the pathway from credit to non-credit curriculum, to develop new curriculum, to develop new courses in vocational ESL and to reach new populations of students. It will be critical that all faculty work together to take advantage of this opportunity to move forward on objectives such as improving the curriculum in the non-credit to credit pathway.

6H. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

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)) | Assessment Method: See findings/reflections | | |
| Course-Level SLO Status: 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)) | Assessment Method: 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 Assessment Method Type: Exam - Course Test/Quiz Target for Success: More than 70% of students successfully identified the main idea in the multiple choice question, but only 65% wrote down the correct main idea. | | |
| Course-Level SLO Status: Active | | | |
| Department - English for Second Language Learners (ESLL) - ESLL 200A - FOUNDATIONS IN ENGLISH AS A | Assessment Method: Students were shown a 10 minute lecture for | | |

| 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>Start Date: 10/31/2012</p> <p>End Date: 11/30/2012</p> <p>Course-Level SLO Status: Active</p> | <p>which they took notes, then summarized orally in groups, then wrote a summary</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70 percent of students to write a summary that reflects the main points of the lecture.</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>Course-Level SLO Status: Active</p> | <p>Assessment Method: See assessment findings/reflections</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>Course-Level SLO Status: Active</p> | <p>Assessment Method: See assessment findings/reflections</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>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.</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>Start Date: 10/16/2012</p> <p>End Date: 11/29/2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% of the students would use the words correctly, in meaning and form, 75% of the time.</p> | | |
| | <p>Assessment Method: Students were give vocabulary words they'd learned and asked to use them to write original sentences</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 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>Course-Level SLO Status: Active</p> | <p>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.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% of the students passing with a grade of 70% or better</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>Start Date: 01/09/2012</p> <p>End Date: 03/19/2012</p> | <p>Assessment Method: 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>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% of students to meet the SLO requirement</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---------------------------------|-------------------------|
| Course-Level SLO Status: 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)) Start Date: 01/09/2012 End Date: 04/16/2012 | Assessment Method: 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. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% of students to meet the SLO requirement by using 70% of the words correctly. | | |
| Course-Level SLO Status: 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)) | Assessment Method: 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. Assessment Method Type: Essay/Journal Target for Success: 70% of students would meet the SLO | | |
| Course-Level SLO Status: Active | 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 Target for Success: 70% of students to meet this SLO | | |
| Department - English for Second Language Learners (ESLL) - ESLL 225 - DEVELOPING LISTENING/SPEAKING | Assessment Method: Course was not offered in 2011-2012 | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---------------------------------|-------------------------|
| <p>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))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>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))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Course was not offered in 2011-2012</p> | | |
| <p>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))</p> <p>Start Date: 10/28/2011 End Date: 10/29/2011 Course-Level SLO Status: Active</p> | <p>Assessment Method: Students were given a writing prompt eliciting the use of all verb tenses, aspects and modals Assessment Method Type: Essay/Journal Target for Success: Students to use appropriate forms of all verb tenses, aspects and modals correctly 75% of the time.</p> <p>Assessment Method: There are 10 questions where students have to fill in the blanks with the correct tense of the verbs given. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 75% of the students received scores of 75% Related Documents: SLO 1: Tenses-Present and Past</p> <p>Assessment Method: There are 10 questions where students have to fill in the correct modal verb.</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|--|---|
| | Target for Success: 70% of the students can correctly answer 70% of the questions. Assessment Method: Fill in the blanks with the appropriate modal in either the present or past. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 72% | 02/17/2015 - The average success rate of the two sections was 75%. They exceeded expectations. Result: Target Met Year This Assessment Occurred: 2014-2015 GE/IL-SLO Reflection: Having a model assessment tool to use was a helpful guide for teaching and testing the SLO. We should keep doing this. | 02/17/2015 - We should continue to use a unified model assessment instrument for this SLO. |
| 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)) Start Date: 09/29/2014 End Date: 12/10/2014 Course-Level SLO Status: Active | Assessment Method: Fill in the blank to assess tenses. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% of students will be able to answer 70% of the blanks correctly. 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 for Success: Students should use the present perfect and simple past tenses 75% of the time correctly and meaningfully | 02/17/2015 - Using a unified model assessment instrument distributed to the instructors teaching the course and doing the SLOs helped guide instruction and the assessment method. Result: Target Met Year This Assessment Occurred: 2014-2015 | 02/17/2015 - Continue to use the unified model SLO assessment method/instrument and strive for the department to adopt a policy for a unified SLO instrument for this course. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|--|
| | | GE/IL-SLO Reflection: We should continue to use the unified assessment instrument and adopt it as a Department policy for this course. | |
| 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: 10/28/2013 End Date: 12/13/2013 Course-Level SLO Status: Active | Assessment Method: On 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 for Success: 70% of the students passing with a 'C' grade or better. | 01/01/2016 - All three instructors reported that their students exceeded the target success for this SLO, with an average of 81% over the three sections. Each instructor asked students to employ the "passive" skill of identifying--rather than paraphrasing--the main idea of a reading. One instructor noted that she asked students to write the main idea of a second reading, a task that yielded an unsatisfactory success rate of 40%. This statistic confirms the observation from all three instructors that students at this level do not possess the productive skills to demonstrate their ability to identify main ideas through paraphrasing. The difference between the "passive" skill of identification and the more active skill of producing the written word is important as it relates to this SLO, specifically, that the latter may require the instructor to shift the focus of assessment to sentence-level writing skills instead of students' ability to locate an explicitly stated main idea or choose from multiple choice answers. The production issue also has ramifications for the course objective that requires student to be able to "write clear paragraphs about and in response to readings at a high-intermediate level of English." If students struggle to write individual sentences that merely repeat information from a text, they can't be expected to produce paragraphs that require analysis. Since ESLL 227 serves as an entry-level course and since we don't offer a writing class at this level, we need to consider how the course fits into our program as we continue discussions regarding program revision. | 01/01/2016 - Revise the course outline to address the issue of writing skills as they pertain to ESLL 227. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|--|---|
| | <p>Assessment Method: 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>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 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>Result: Target Met Year This Assessment Occurred: 2014-2015</p> <hr/> <p>02/17/2015 - The success rate for students writing the main idea in their own words was 63%--target not met, while the success rate for picking the correct main idea was 76%--target met.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Because the skill of writing the main idea in the students' own words is an advanced skill, it is suggested that this skill is introduced early in the session and practiced often throughout the course of study.</p> | <p>02/17/2015 - It is important to begin early in the term teaching students to practice often the skill of writing main ideas of texts in their own words.</p> <hr/> |
| <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>Start Date: 09/30/2013</p> <p>End Date: 12/13/2013</p> <p>Course-Level SLO Status: Active</p> | <p>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.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students passing with a 'C' or better.</p> <p>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.</p> <p>Assessment Method Type:</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|--|---|--|
| | <p>Exam - Course Test/Quiz Target for Success: 70% of the students should score 70% on the test.</p> <p>Assessment Method: Different tests were given in multiple sections of the course. Some gave 20 vocabulary words to be used in original sentences in their given form;however, one teacher gave 50 words with students being asked to choose the correct form to use for their original sentences.</p> <p>Assessment Method Type: Exam - Course Test/Quiz Target for Success: The target for success for all sections averaged out to 74%</p> | | |
| | <p>Assessment Method: 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>Assessment Method Type: Exam - Course Test/Quiz Target for Success: The target for success for all sections combined was 72%.</p> | <p>02/17/2015 - The success rate was 65%. Target was not met partially due to the one class that had given 50 words and expected students to use correct form of word rather than use the given form correctly. To avoid future misunderstanding of the SLO, it is important to expand on what the expectations of the SLO are at the outset of the term. This points to a need for level and course specific face-to-face meetings and communication among teachers.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: The Department needs money to pay for course level meetings so we can discuss course content and pedagogy, so our students get equal education across the sections. Reading a course outline and communicating by e-mail is not enough.</p> <p>GE/IL-SLO Reflection: As the coordinator of the SLO for this course, I think it is important for the ESLL</p> | <p>02/17/2015 - The instructions for the SLO sent out to the faculty at the beginning of the term should give more detail regarding what is meant by the "given form" of the vocabulary words.</p> <hr/> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|--|--|---|
| | | <p>Department to seriously consider a policy of using a unified SLO assessment methods so that we can have more precise tools for interpreting SLO results. When we give such divergent SLO assessment methods, with little or no faculty face-to-face communication on the specific course content and the SLOs for the specific course, we may end up with results that don't reflect what the students are or should be learning.</p> | |
| | <p>Assessment Method: On the final exam, students were asked to write original sentences using previously studied vocabulary items.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p> | <p>01/01/2016 - Instructors reported varying degrees of success with an average rate of 69%, just below the target of 70%. They identified several major reasons for this statistic:</p> <ol style="list-style-type: none"> 1. Students belonged in non-credit courses. (Since this is our entry-level course, students have the right to self-place.) 2. Students relied too much on translators to produce original sentences. 3. Students lack the sentence-level writing skills necessary to produce original sentences. This mirrors the findings for SLO #1 regarding production of sentences to demonstrate comprehension of main ideas. 4. Students are unfamiliar with parts of speech. <p>Another concern relates to the wording of the SLO itself. One instructor noted that the SLO appears to contradict itself in that it addresses the notion of comprehension while requiring production. Hence, in attempting to demonstrate comprehension, students must produce original text, which would naturally lead to assessment of writing skills, a condition that would seem to defeat the intent of the SLO. One might argue that production can measure comprehension, e.g., summarizing a text, but this issue has clear implications for the multi-layered instruction that must take place if we are to ensure that the target</p> | <p>01/01/2016 - Revise the SLO to remove the apparent contradiction between the concepts of comprehension and production.</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---|-------------------------|
| | | <p>success rate be met. In an entry-level course such as this, we might be asking too much of the students to recognize and comprehend vocabulary by requiring them to employ the far more complex skill of producing original text, a process that necessitates the use of sub-skills like providing context, accessing connotation and usage, and applying advanced grammar structures to make sentences comprehensible.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2014-2015</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>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students watched a 10 minute academic lecture on DVD and took notes Assessment Method Type: Exam - Course Test/Quiz Target for Success: 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>Assessment Method: Students watched a 10 minute video lecture during which they were required to take guided notes. Assessment Method Type: Observation/Critique Target for Success: 75%</p> | | |
| <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.</p> | <p>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.</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---------------------------------|-------------------------|
| (Created By Department - English for Second Language Learners (ESLL)) Assessment Cycles: End of Quarter Start Date: 06/30/2014 End Date: 08/28/2014 Course-Level SLO Status: Active | Assessment Method Type: Discussion/Participation Target for Success: 70% | | |
| 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)) Start Date: 04/07/2014 End Date: 06/30/2014 Course-Level SLO Status: Active | Assessment Method: 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 Assessment Method Type: Exam - Course Test/Quiz Target for Success: 75% success in summarizing the main points clearly. | | |
| 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 for Success: 80% of students to be able to communicate with words and body language to get the | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---|-------------------------|
| | information they need. | | |
| <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>Start Date: 01/07/2013</p> <p>End Date: 03/29/2013</p> <p>Course-Level SLO Status: Active</p> | <p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70% of the students to meet SLO requirement</p> | <p>04/21/2015 - 4 out of 4 sections reported data for this assessment cycle. Overall pass rate for this SLO was 66%. Common responses among faculty were that students had not had enough practice writing longer passages; some students did not write a multi-paragraph piece; some students wrote poorly-developed paragraphs. One instructor also noted that several of the students who failed this SLO had not taken (and were not concurrently enrolled in) ESLL 237 where they would have received more practice with longer writing tasks. Some questions this SLO raises are whether successful completion of a multi-paragraph writing assignment is truly the desired outcome of ESLL 236, and whether that is reflected in the course outline and in the instructors' teaching. If not, perhaps it is advisable to change the SLO to better reflect the overall outcome of 236, or perhaps to specify in the assessment that the coherence, development, and other rhetorical aspects of the writing sample should be treated as secondary to the grammatical accuracy of the passage.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| | <p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70% of students to meet the SLO</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|-------------------------|
| | requirement | | |
| 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)) | 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 for Success: 75% of class to meet the SLO requirement | 04/21/2015 - 4 out of 4 sections reported data for this assessment cycle. Overall pass rate was 84% for this SLO. Most cases of failure to achieve the SLO were due to insufficient grammatical skills. Result: Target Met Year This Assessment Occurred: 2014-2015 | |
| Course-Level SLO Status: Active | | | |
| 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: 05/14/2014 End Date: 06/30/2014 Course-Level SLO Status: Active | Assessment Method: Students respond to either pre-assigned study/response questions or essay prompt given for take-home or in-class essay. Assessment Method Type: Essay/Journal Target for Success: 80% | 04/24/2015 - The overall pass rate for SLO 1 was 84%, with a range from 76% to 95% across the three sections reported. Thus, the target of 80% success rate was exceeded. One wonders why the target level for ESLL 237 (80%) has been set higher than for other writing courses such as ESLL 25 and ESLL 26 (70% and 75%, respectively). In fact, one instructor's comments on the reflection show that some instructors may not realize that 80% is the target for the SLOs in ESLL 25. Perhaps the targets should be looked at again to decide what is appropriate. In the instructors' comments regarding why certain students were unable to meet the objective for SLO 1, it became apparent that instructors are interpreting the assessment method in divergent ways. For example, one instructor remarked that the task for the assessment "was personal writing and did not require any higher academic reading or writing skills." Another instructor explained that while "making connections of reading selections to personal experiences was easy for almost all of my students, challenging specific content seemed like an alien concept." Perhaps these discrepancies come partly from apparent contradictions in the course outline of record, which states in Section 6.C, "No quoting of outside | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|---|--|-------------------------|
| | | <p>materials is expected for ESLL 237." At the same time, however, Sections 4.B.1 and 4.B.2 state that students will be able to "respond to reading selections in writing or orally" in order to express 1.) "agreement with or challenges to specific content" and 2.) "connections to other readings." Would not these tasks require quoting and/or paraphrasing of selected readings? This discrepancy needs to be resolved.</p> <p>Furthermore, The posted assessment method for SLO 1 doesn't match what teachers may have been asked by colleagues to do for recent assessments, which has been to "select any reading response assignment." It seems that this should be more specific and clear. Perhaps those teaching and assessing the same course should use a common assignment/task for the SLO. This would make sense in terms of obtaining results that could be reasonably compared across sections of the course. The current method seems too wide-ranging -- from study-response questions to essays written in class or at home. This potential disparity could lead to inconsistency in terms of how well students are able to meet the stated objectives. The course outlines for many ESLL courses (including ESLL 237) are currently being considered for substantial revisions. In addition to the suggestions above, it might be a good idea moving forward to organize regular meetings with instructors teaching the same course to discuss the outline and SLOs, as well as to reach common understanding of these goals and to consider sharing ideas about specific types of assessment methods that can be used to foster consistent standards of instruction and assessment across instructors.</p> <p>** It should be noted that four sections of ESLL 237 were taught in Winter2015 by a total of three instructors. However, only two of those instructors (both full-time faculty members) provided concrete numerical data. (The other instructor only provided very rough estimates of pass/fail rates for the</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|---|-------------------------|
| | | <p>SLOs.) Therefore, the current assessment for both SLO 1 and SLO 2 is based only on the numerical data from the two full-time instructors and their three sections of the course.(However, the qualitative reflections provided by the one part-time instructor who participated have been included in this summary and analysis.)</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Funding for meetings to be held by both full-time and willing part-time faculty who are teaching the same course to adequately align objectives and assessment methods.</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>Course-Level SLO Status: Active</p> | <p>Assessment Method: Two- to three-page expository essay</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will pass the essay.</p> | <p>04/24/2015 - The overall average pass rate for SLO 2 was 77%, with a range from 71% to 82% across the three sections. Thus, the target of 80% (too high?) was not met for this SLO. As was the case with SLO 1, comments from participating instructors revealed a lack of cohesiveness among interpretations of the assessment measure vis a vis the SLOs and specific skills from the course outline or record. For example, one instructor referred to a student who lacked "required reading and writing skills for analyzing texts to quote from to support their ideas in a paper." As the outline mentions nothing about this assignment (or any on the outline) requiring use of quotes and/or paraphrases, it is clear that instructors do not share the same understanding of the course outline. Another instructor (who happens to be new to our department) provided comments that clearly indicate a lack of understanding of the main goals of the course, stating, "the ESLL 237 course is titled Basic Composition, and if its description in the course catalog is accurate, paragraph development seems to be the centerpiece of ESLL</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|---|---|-------------------------|
| | | <p>237." This again shows a lack of clarity about the SLOs. After all, the expected assessment measure for SLO 2 comprises an essay. The following question was also posed in the same reflection: "Did I rush the class too much this quarter by covering essays in ESLL237?" Despite having met with at least one full-time ESLL composition instructor for guidance multiple times during the quarter, clearly, new faculty members need further support in understanding the course outlines. In regards to the potential curricular changes (including major revisions to course outlines, including that of ESLL 237), one instructor suggested that the ESLL 237 outline should "focus on academic writing from the first paper and focus in more on analytical reading from the first reading we do. I am becoming more and more convinced that with a growing number of students from China who come from such a different rhetorical style than English, we need to drop the personal reading and writing and focus on academic readings and writings from the beginning of the quarter." This same teacher noted major problems with grammar skills which hindered students' performance. This reinforces the recent sentiment expressed within departmental meetings that ESLL 236 level of grammar should be attained prior to reaching the level of writing on the ESLL 237 outline. Still, other conversations in the department have centered on the need for greater integration of grammar instruction within the context of writing courses. This view is based on observations of a disconnect between what is learned through stand-alone grammar courses and skills displayed in writing academic essays.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2014-2015 Resource Request:</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|---|-------------------------|
| | | Additional resources are needed to provide ongoing training and re-training for new instructors teaching ESLL reading and composition classes. | |
| <p>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))</p> <p>Course-Level SLO Status: Inactive</p> | <p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: NA</p> | | |
| <p>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))</p> <p>Start Date: 06/08/2011</p> <p>End Date: 10/11/2011</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students compile an error log of mistakes made in their academic writing.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students identify frequently recurring errors in their writing.</p> | <p>10/01/2015 - COURSE WAS NOT OFFERED IN 2014-15</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| <p>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))</p> <p>Start Date: 06/15/2011</p> <p>End Date: 10/12/2011</p> | <p>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</p> | <p>10/01/2015 - COURSE WAS NOT OFFERED IN 2014-15</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|-------------------------|
| Course-Level SLO Status: Active | failing grade. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 90% of the students passing with a C or better. | | |
| | Assessment Method: Comprehensive final exam based on course topics for the quarter. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% of students passing the exam | | |
| 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: 04/14/2014 End Date: 08/31/2014 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 for Success: 75% | 10/01/2015 - COURSE WAS NOT OFFERED IN 2014-15 Result: Target Not Met Year This Assessment Occurred: 2014-2015 | |
| | Assessment Method: 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. Assessment Method Type: Discussion/Participation Target for Success: 75% | | |
| Department - English for Second Language Learners (ESLL) - ESLL 247 - ADVANCED | Assessment Method: Students were required to write a journal | 10/01/2015 - COURSE WAS NOT OFFERED IN | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|--|-------------------------|
| <p>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))</p> <p>Start Date: 04/14/2014</p> <p>End Date: 06/30/2014</p> <p>Course-Level SLO Status: Active</p> | <p>entry in which they demonstrate at least 3 strategies they use in understanding and using newly learned vocabulary words.</p> <p>Assessment Method Type: Essay/Journal</p> | <p>2014-15</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| | <p>Target for Success: 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.</p> | | |
| | <p>Assessment Method: 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>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 75%</p> <p>Assessment Method: 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>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 75%</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|-------------------------|
| | <p>Assessment Method: Students were given the assignment to write a journal entry that showed how 3 strategies learned in class helped them to develop their process for learning new words. They were also required to show how each successive strategy learned enhanced contributed to refining their vocabulary learning process.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 75%</p> | | |
| | <p>Assessment Method: students were assigned a journal entry to discuss how 3 strategies learned in class contributed to their word learning process. They were to show how each successive strategy refined their word learning process.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75%</p> | | |
| | <p>Assessment Method: students were assigned a journal entry to discuss how 3 strategies learned in class contributed to their word learning process. They were to show how each successive strategy refined their word learning process.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 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>Assessment Method: 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</p> | <p>10/01/2015 - 100% of the students who completed the final reflection were able to identify three patterns of errors that they made.</p> <p>This is an example of a student's self assessment of her errors.</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|-------------------------|
| Course-Level SLO Status: Active | <p>done and to reflect on what they had learned.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70% of the students can identify patterns of errors that they make.</p> | <p>Part II Three Types of Errors</p> <p>1) Past Tense. In most of my writings I tend to use Present tense when Past Tense was required. I realized that I should be very careful when it comes to verbs. Using a wrong tense may drastically change the meaning of the sentence. For example, in the sentence "[...] Sankovitch never feels that reading is a chore; she enjoys her reading and still finds time for her family" all verbs supposed to be in the past because I was writing about the article that was written few years ago.</p> <p>2) Preposition Use. I made a fair amount of mistakes on the use of prepositions. For example, "happened with (to) a high school teacher," "working at (in) the advertisement department" and so on.</p> <p>3) Article Use. Articles are the trickiest part of the English grammar. I have noticed that it can be particularly confusing for me to determine when to use the definite article "the," "a/an," and when to omit the article, especially when the rules seem a bit arbitrary. For instance, "in a variety of academic subjects," "from [the] top ranked universities," "would have an easier time," "did not want to take a responsibility," "before an official approval," and so on.</p> <p>Even though I used to make a big amount of errors at the beginning of the class, by the end, their amount declined. Some articles errors and word choice errors are remain the issue in my writing materials.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| Department - English for Second Language Learners (ESLL) - ESLL 248 - ADVANCED GRAMMAR REVIEW - SLO 2- Editing - Edit for patterns of grammatical errors in | <p>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,</p> | <p>10/01/2015 - 100% of the students who completed this task were able to edit many, though not always all, of their errors.</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|--|-------------------------|
| <p>students' own writing. (Created By Department - English for Second Language Learners (ESLL))</p> <p>Course-Level SLO Status: Active</p> | <p>applying the knowledge that they had gained during the course.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70% of the students would make demonstrable revisions to their introductions.</p> | <p>Here is an example:</p> <p>The initial introduction:</p> <p>As a child I remember dreaming coming to the U.S. so when I got the opportunity to come I didn't have second thoughts. However, English is not essay for me. Since I arrived to the U.S. in 2001 I have been straggling with the language specially in grammar and spelling. In addition, I pasted ESLL 236 with a C so I need a lot of help with grammar. So that i wanted to take this course to improve my grammar skills.</p> <p>The student's revision of the introduction at the end of the course:</p> <p>As a child I remember dreaming of coming to the U.S, so when I got the opportunity to come, I didn't have second thoughts. However, English is not easy for me. Since I arrived in the U.S. in 2001, I have been struggling with the language especially in grammar and spelling. This is my third quarter at Foothill College, and so far its been challenging. In addition, I had passed the ESLL 236 with a C, so I needed a lot of help with grammar. I wanted to take this course to improve my grammar skills.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| <p>Department - English for Second Language Learners (ESLL) - ESLL 249 - ADVANCED READING - SLO2 Vocabulary - Demonstrate understanding of the rhetorical strategies employed in a multi-page text. (Created By Department - English for Second Language Learners (ESLL))</p> | <p>Assessment Method: Course was not offered in 2011-2012</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|---|
| Course-Level SLO Status: Active | | | |
| 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)) | Assessment Method: Written summary of an expository text. Assessment Method Type: Essay/Journal | | |
| Course-Level SLO Status: Active | | | |
| 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)) | Assessment Method: Evaluate students' performance on a reading response assignment for one of their course readings. Target for Success: 70% of students should receive a passing/satisfactory grade on the assignment. | 10/02/2015 - The overall pass rate for SLO 1 was 74%, with a range from 66% to 89% across the five sections reported. Thus, the target of 70% success rate was exceeded. While it's generally positive to see success rates at or above target, one might still wonder why such a wide range exists among different instructors. This brings up the issue of consistency across sections of a given course as taught by different instructors. This could be a very large topic to tackle at the ESLL department level, but could be worth looking into more, including getting together to discuss types (and examples) of assignments, grading standards and so on. Comments from instructors include: * "Grading was fairly liberal due to the single grade for multiple tasks [on the given assignment]." * Another instructor whose class had high pass rates explains, "I believe the majority of the class did very well on this assignment due to previewing the vocabulary and previous instruction/lesson on author's purpose and author's tone. Additionally, this textbook provides very relevant articles that students find interesting, so that they can easily connect and identify with the main themes." * However, the instructor whose students demonstrated the lowest pass rates for SLO 1 surmises, "The main reasons for failure for this task were based on summaries that were inaccurate, unclear, and or incomplete. These | 10/02/2015 - ESLL department members should meet to discuss the need for greater consistency of instruction (tasks and assignments) as well as some form of "norming" of scoring standards, especially in terms of grammar and language use on writing tasks. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|--|---|
| | | <p>deficiencies might be due to underdeveloped reading skills as well as problems with productive language use in terms of grammar and vocabulary." (See SLO 2 reflections for Spring 2015 below for similar conclusions about how the ESLL department may need to look into increasing consistency regarding assessment and instruction of grammar and usage.)</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Stipends for part-time faculty to attend extra meetings to work on improving consistency across sections of given courses.</p> <p>Resource Request: Stipends for part-time faculty to attend extra meetings to work on improving consistency across sections of given courses.</p> <p>Resource Request: Stipends for part-time faculty to attend extra meetings to work on improving consistency across sections of given courses.</p> | |
| <p>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))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluate students' performance on the final take-home essay of the quarter - an expository, text-based essay.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70% of students will receive a passing grade</p> | <p>10/02/2015 - The overall average pass rate for SLO 2 was also 74%. However, in this case the range across instructors was even wider, from 50% to 89% across the five sections. Nonetheless, the target of 70% success rate was exceeded. Again, the disparity between instructors in terms of success rates is quite large and is worth exploring. Furthermore, given that SLO 2 was assessed using the final take-home essay assignment for the course, the stakes are higher in terms of how this impacts a student's final grade and determines his or her readiness to move on to the next level of English study. All of this raises the same question in regards to consistency across sections of a course in terms of assignments and</p> | <p>10/02/2015 - The ESLL department should further examine the role of grammar in the context of reading and composition, both in terms of scoring standards as well as instruction (curriculum).</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|---|---|-------------------------|
| | | <p>grading standards. It seems that the ESLL department should consider exploring whether consistency (or lack thereof) of tasks and assessment standards might be a problem. This may or may not be an issue of full-time or part-time faculty differences, but rather an issue of communication and collaboration on these matters. Comments from instructors: * The instructor with the highest proportion of failing students for this task explains, "Students actually did an okay job of using the texts, but had more problems with grammar and support. Some chose controlling ideas that did not make sense or answer the prompt, but most failing students simply had horrible grammar (and had struggled all quarter with language)." * Conversely, the instructor whose students exhibited the highest pass rates describes the reasons for their success in this way: "As this was the last essay for the term, students performed very well. Their essays were thoughtful, grammar and sentence structure at a transferable level, and excellent use of MLA format." * Interestingly, although these two instructors' students had very different levels of success in terms of passing, they both refer to language skills (i.e. grammar) as an important deciding factor for that success or failure. This seems to indicate that expectations (standards) for grammar and language are (at least at times) wide-ranging across instructors. Again, the ESLL department could benefit from further discussion regarding the role of grammar in the context of reading and composition, both in terms of scoring standards as well as instruction (curriculum).</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|--|-------------------------|
| <p>GRAMMAR FOR ESLL WRITERS - Rhetorical Analysis of Sentence and Clause Patterns - Explain the rhetorical functions of sentence and clauses patterns in a multi-paragraph text. (Created By Department - English for Second Language Learners (ESLL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - English for Second Language Learners (ESLL) - ESLL 250 - RHETORICAL GRAMMAR FOR ESLL WRITERS - Sentence Focus - Strengthen the rhetorical effectiveness of sentences by using a variety of strategies to achieve sentence focus. (Created By Department - English for Second Language Learners (ESLL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>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))</p> <p>Course-Level SLO Status: Active</p> | <p>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.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 75% pass rate</p> | <p>10/06/2015 - The overall pass rate for SLO 1 was 76%, with a range from 64% to 82% across the two sections reported. Thus, the target of 75% success rate was just met. One wonders why the target level for ESLL 26 (75%) has been set differently than for other writing courses such as ESLL 237 and ESLL 25 (80% and 70%, respectively). As for participation in the SLO assessments, it is also important to note that only one out of the four part-time instructors teaching ESLL 26 during the given quarter actually cooperated in terms of providing assessment data and reflections. Hopefully, the recently changed policy which requires part-time faculty to participate in at least one SLO assessment/reflection per year will improve this</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|--|-------------------------|
| | | <p>situation. Comments from instructors include: *</p> <p>The instructor with the pass rate under target level reported that several students had actually forgone the assignment which was assessed, so these non-participating students were not included in the calculation to determine overall pass rates for assessments. For this same instructor, those students who completed the assessment yet failed were not able to be successful primarily do to problems with language use: "Those who did turn in a paper failed either because of severe, persistent language problems, or severe and persistent problems using/incorporating sources and using MLA." This finding is similar to what occurred in the concurrent SLO assessment for ESLL 25, which reinforces the notion that the ESLL department may need to reconsider how grammar and language use are addressed at both the curricular and instructional levels. *</p> <p>The ESLL instructor with the higher overall pass rate offered the following comment regarding the problems that failing students had with SLO 1: "The main rough spot I noticed was with regard to students referring to all one source for one section of their papers and then relying on another one source for the next section of their papers, and so on; thus, their ability to synthesize sources was lacking." *</p> <p>Moving ahead, should ESLL 26 go by the wayside as part of the current revisions to the ESLL curriculum, the skill of synthesis will need to be sufficiently addressed through instruction in ESLL 25.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> | |
| Department - English for Second Language Learners (ESLL) - ESLL 26 - ADVANCED COMPOSITION & READING - SLO 2 - argumentative essay - Write an | Assessment Method: Students will write an essay for which they will be assessed on how well they demonstrate the ability to articulate a | 10/06/2015 - As the assessment measure for SLO 2 is the same as that for SLO 1 (the final research paper assignment), the overall average pass rate | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|-------------------------|
| <p>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))</p> <p>Course-Level SLO Status: Active</p> | <p>position by using the rhetorical techniques relevant to argumentation after explicit instruction of such techniques.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 75% success rate</p> | <p>for SLO 2 remained 76%, based on the same range across instructors from 64% to 82% for the two sections reported. Again, the target of 75% success rate was just met. One wonders why the target level for ESLL 26 (75%) has been set differently than for other writing courses such as ESLL 237 and ESLL 25 (80% and 70%, respectively). As for participation in the SLO assessments, it is also important to note that only one out of the four part-time instructors teaching ESLL 26 during the given quarter actually cooperated in terms of providing assessment data and reflections. Hopefully, the recently changed policy which requires part-time faculty to participate in at least one SLO assessment/reflection per year will improve this situation. Comments from instructors include: *</p> <p>The instructor with the pass rate under target level reported that several students had actually forgone the assignment which was assessed, so these non-participating students were not included in the calculation to determine overall pass rates for assessments. For this same instructor, those students who completed the assessment yet failed were not able to be successful primarily do to problems with language use: "Those who did turn in a paper failed either because of severe, persistent language problems, or severe and persistent problems using/incorporating sources and using MLA." This finding is similar to what occurred in the concurrent SLO assessment for ESLL 25, which reinforces the notion that the ESLL department may need to reconsider how grammar and language use are addressed at both the curricular and instructional levels. *</p> <p>The ESLL instructor with the higher overall pass rate offered the following comment regarding the problems that failing students had with SLO 2: "The greatest difficulty students had with this was in their ability to integrate their own analyses in with the sources. For many, it seemed that they would just jump from one source citation to the next with very little</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|--|---|-------------------------|
| | | <p>of their own analysis weaved in. I believe this is partially a critically thinking issue. This problem resulted in a lot of dumped quotes and superficial analyses of the topics." Moving ahead, should ESLL 26 go by the wayside as part of the current revisions to the ESLL curriculum, these same skills of critical reading and thinking, as well as analysis will need to be addressed through instruction in ESLL 25 and ESLL 249.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p> | |
| | <p>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.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 75% pass rate</p> | | |