## 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 |
|---|---|---|
| Melissa Jaquish | NCEL | NCEL Instructor |
| Rachel Lancaster | ESLL | ESLL Instructor |
| Richard Morasci | ESLL | ESLL Instructor |
| Keith Pratt | ESLL | ESLL Instructor |
| | | |

**Number of Full Time Faculty:** 6    **Number of Part Time Faculty:** 9

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

NA

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

| Program | Certificate | AA / AS | AD-T | Pathway |
|---|---|---|---|---|
| ESLL | ☐ Certificate | ☐ AA / AS | ☐ AD-T | ☒ Pathway |
| NCEL | ☐ Certificate | ☐ AA / AS | ☐ AD-T | ☒ Pathway |
| | ☐ Certificate | ☐ AA / AS | ☐ AD-T | ☐ Pathway |
| | ☐ Certificate | ☐ AA / AS | ☐ AD-T | ☐ Pathway |
| | ☐ Certificate | ☐ AA / AS | ☐ AD-T | ☐ 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 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|
| NA | | | |
| | | | |
| | | | |
| | | | |

**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 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|
| NCEL (enrollment) | 574 | 461 | 419 |
| | | | |
| | | | |

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 the ESLL credit program. (See above for NCEL enrollment data.)

**1C. Department Level Data:**

|  | **2013-2014** | **2014-2015** | **2015-2016** |
|---|---|---|---|
| **Enrollment** | ESLL: 2,427<br>NCEL: 574 | ESLL: 2,242<br>NCEL: 461 | ESLL: 2,133<br>NCEL: 419 |
| **Productivity** | ESLL 381<br>NCEL: 291 | ESLL: 371<br>NCEL: 280 | ESLL 345<br>NCEL: 356 |
| **Course Success** | ESLL: 1,900 (78%)<br>NCEL: 0% | ESLL: 1,783 (80%)<br>NCEL: 0% | ESLL: 1,610 (76%)<br>NCEL: 0% |
| **Full-Time Load (FTEF)** | ESLL: 10.6<br>NCEL: 2.9 | ESLL: 10.0<br>NCEL: 2.0 | ESLL: 10.3<br>NCEL: 1.8 |
| **Part-Time Load (FTEF)** | ESLL: 5.9<br>NCEL: 2.6 | ESLL: 4.7<br>NCEL: 2.0 | ESLL: 5.1<br>NCEL: 1.4 |

**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 | ☒ | ☐ | ☐ | ☒ | ☐ | ☐ |
| Asian | ☐ | ☐ | ☒ | ☐ | ☐ | ☒ |
| Filipino | ☒ | ☐ | ☐ | ☐ | ☐ | ☒ |
| Latino/a | ☐ | ☒ | ☐ | ☐ | ☐ | ☒ |
| Native American | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Pacific Islander | ☐ | ☐ | ☒ | ☐ | ☐ | ☒ |
| White | ☐ | ☐ | ☒ | ☐ | ☐ | ☒ |
| Decline to State | ☐ | ☒ | ☐ | ☐ | ☐ | ☒ |

**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=22; Filipino n=6; and Pacific Islander n=4)

**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. ESLL 226 and ESLL 227 are also low enrolled, so we are exploring other options, such as following the biology model that allows credit and non-credit students to enroll in the same course. We will potentially offer ESLL 228 (summer bridge program) as an online course that international students can take in their home country, thus acting as a bridge to our regual sequence. We are also working with our new outreach coordinator.

**1I. 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 25 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 went up from 362 in 2012-2013 to 371 in 2014-2015 but declined to 345 when seat counts were lowered from 30 to 25. 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 expected 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 (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

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 (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

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 (success) rates, especially for students with basic skills needs.

We are collaborating 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. 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. We encourage students to join Pass the Torch if they are having difficulty in the courses. In addition, we are participating in Owl Scholars, which offers a number of benefits to students who need extra help.

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

NA since our numbers are above institutional standards.

**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?

The SLO reflections led to the revision of the course outlines for ESLL 226, 227, and 236 to communicate course objectives to all instructors.

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

NA

**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?

NA

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

NA

<span style="color:red">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.</span>

**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?  | NA |

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

| NA |

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.

| NA |

## 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.

| Objective | Year | Completed | Ongoing | No Longer a Goal |
|---|---|---|---|---|
| 1. Work closely with TLC to create workshops to supplement reading, writing, listening/speaking, and grammar classes. | Year: | ☐ Completed | ☒ Ongoing | ☐ No Longer a Goal |
| 2. Meet and maintain curricular standards through norming sessions, SLO workshops, and faculty mentoring. | Year: | ☐ Completed | ☒ Ongoing | ☐ No Longer a Goal |
| 3. Improve communication between fulltime and parttime faculty regarding requirements and procedures. | Year: | ☐ Completed | ☒ Ongoing | ☐ No Longer a Goal |
| 4. Improve outreach to underserved populations and raise awareness of our non-credit curriculum. | Year: | ☐ Completed | ☒ Ongoing | ☐ No Longer a Goal |
| 5. Work with the Office of Institutional Research to identify the goals of NCEL and lower-level ESL students. | Year: | ☐ Completed | ☒ Ongoing | ☐ No Longer a Goal |
| | Year: | ☐ Completed | ☐ Ongoing | ☐ No Longer a Goal |
| | Year: | ☐ Completed | ☐ Ongoing | ☐ No Longer a Goal |
| | Year: | ☐ Completed | ☐ Ongoing | ☐ 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 without whom these goals cannot be met. |

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

| |
|---|
| 5.  Even though we do not work with the Office of Institutional Research, we have two full-time non-credit instructors working to identify the NCEL and lower-level ESL students. |

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

| Program Objective | Implementation Timeline | Progress Measures |
|---|---|---|
| *Example: Offer 2 New Courses to Meet Demand* | *Winter 2016 Term* | *Course Enrollment* |
| 1.  Recruit for and offer new Vocational ESL courses | Summer 2017 | Number of responses to recruitment |
| 2.  Facilitate the transition of students from non-credit to credit. | Ongoing | Examining enrollment numbers |
| 3.  Ensure that the combination of ESLL 249 and 25 adequately prepares students for the rigors of English 1A. | Ongoing | Feedback from English Department, success-rate data, and faculty discussions |
| 4.  Resolve issues regarding ESLL 26 placement and English 1A equivalency | June 2017 | Discussion among ESL, English, and content course faculty. |
| 5.  Establish and require ESLL listening and speaking courses across multiple levels of the curriculum. | Ongoing | Writing/revising and offering the courses. |
| 6.  Offer ESLL 228 online as a bridge to the ESL Program. | Summer 2017 | Approve online delivery and offer the course. |
| 7.  Increase enrollments | Ongoing | Course enrollment and responses to outreach |
| | | |

**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 <u>unfunded</u> 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 | | 3B.1 and 2 | ☒ | ☐ | ☐ | ☐ |

| | | | | | | |
|---|---|---|---|---|---|---|
| Instructor/Co-ordinator | | | | | | |
| Full-time ESLL Composition Instructor | | 3B.3 and 4 | ☒ | ☐ | ☐ | ☐ |
| Full-time ESLL Instructor (Generalist) | | 3B.3-6 | ☒ | ☐ | ☐ | ☐ |
| Stipends for part-time faculty participation in departmental projects | | 3B.3-5 | ☐ | ☐ | ☒ | ☐ |
| Copy budget augmentation | | 3A.2 | ☐ | ☐ | ☒ | ☐ |
| Release time for program coordinator | | 3B.1-7 | ☐ | ☐ | ☐ | ☐ |
| | | | ☐ | ☐ | ☐ | ☐ |
| | | | ☐ | ☐ | ☐ | ☐ |
| | | | ☐ | ☐ | ☐ | ☐ |
| | | | ☐ | ☐ | ☐ | ☐ |

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

To maintain standards, increase enrollment, mentor new faculty, coordinate ESLL department business

**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.

**Hiring of new full-time reading/composition faculty member has brought new ideas and added more cohesion to the ESLL Department, specifically maintaining standards in upper-level reading and writing courses.**

## 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 |
|---|---|
| Declining enrollment in 220-level courses; lack of transition from NC to CR courses | Faculty requested that ESLL 226 be scheduled in the afternoon at the Sunnyvale Center to encourage transition from NC to CR. We will offer ESLL 228 online to reach new student communities. |
| Split between upper- and lower-level faculty; lack of mutual respect; not working collegially to evaluate entire sequence | Schedule norming sessions to assess standards and student readiness throughout the curriculum and to create a sense of community among faculty. |
| Impulse to add more requirements to the sequence | Major revisions of course outlines to clarify course content so as to maintain consistency among faculty |
| Scheduling of ESLL at Sunnyvale Center | Use of the Sunnyvale Center is being re-evaluated, possibly |

| leading to scheduling of more ESLL classes there. |
|---|

**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: |
|---|
| 1. Removing the corequisite status of ESLL 25 and 249 to accommodate students who can only take one class at a time, mainly resident students who work full time. |
| 2. Ongoing revisions of course outlines to ensure standards and meet the educational needs of students. |
| 3. Creation of a series of workshops involving norming, evaluation of SLO's, and collegiality. |
| 4. Engaging in discussion of innovative ideas to increase enrollment, e.g., potentially allowing NC and CR students to enroll in the same courses; meeting with De Anza ESL faculty to share ideas. |
| 5. Facilitating the eventual transfer of high numbers of ESLL students to 4-year institutions. |
| 6. Collaboration among two new NC full-time faculty, the ESLL Department, and new outreach coordinator. |
| 7. Outreach to adult schools and community organizations to increase enrollments. |

## SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

**5A. Attach 2015-2016 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 2015-2016 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 program continues to serve a vital role in the college's mission to educate students. I applaud the work they are doing to review and refine their curriculum and to cement the ladder from noncredit courses to credit courses for students who choose to pursue this pathway. I also applaud their efforts in particular given that so many of their full-time faculty are on leave, which has left the heavy lifting of this work to just a few full-time faculty who remain active in the department. |
|---|

**6B. Areas of concern, if any:**

| Enrollment declines continue to be a concern for the department. While a significant portion of this decline can be attributed to declines in F1 visa holding students, we are still not seeing the matriculation of noncredit students into the credit sequence. I'm also concerned that the department faculty have tied so many of their objectives to a department coordinator. Most if not all of the listed objectives could and should be accomplished without a department coordinator. |
|---|

**6C. Recommendations for improvement:**

| I would continue to encourage the department to look at curricular responses to enrollment trends. Can we interview noncredit students to see what obstacles they face when transitioning to credit classes? How exactly does our highest level NCEL class prepare students for 226 and 227? Do the noncredit classes meet for too long or too short of a time? Do we still need ESLL 26 if it is no longer a pathway into |
|---|

English 1A? How can we attract ESL credit students to the Sunnyvale Center?

**6D. Recommended Next Steps:**

☒ Proceed as Planned on Program Review Schedule

☐ Further Review / Out-of-Cycle In-Depth Review

**This section is for the <u>Vice President/President</u> to provide feedback.**

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

The department has pulled together to make some important changes over the last year. It is clear everyone is focused on student success and is working hard to come up with ideas to turn enrollment around. The department is a critical pathway for a large number of our students and the instruction serves a vital role for our college.

**6F. Areas of concern, if any:**

Even though there is no degree awarded with the ESL Pathway it is important that progress data be included in the program analysis. How many students move through the sequence?

I agree with the Dean's comments about pinning too many hopes on the department coordinator being able to stem the enrollment decline. They key in the long term is new courses such as the Vocational ESL, or new markets / partnerships such as with the International Office.

**6G. Recommendations for improvement:**

While I commend the department on the progress made over the last couple years, PRC's suggestions from last year are still relevant:

"PRC is concerned about declining enrollment and recommends the department develop a plan for identifying its primary student audience (considering both native and international students) and curricular focus, consistent with the college mission statement and Educational Master Plan Goals. The plan might outline steps towards developing alternative pathways and modes of instruction and locations to best serve students."

The department should also continue to plan for Common Assessment and how students will be placed in the future. The department might consider whether to run a multiple measures pilot, perhaps thinking broadly about innovative measures such as a noncredit review course. State research to-date shows some increase in enrollment for departments with a multiple measures pilot.

**6H. Recommended Next Steps:**

☒ Proceed as Planned on Program Review Schedule

☐ Further Review / Out-of-Cycle In-Depth Review

*Upon completion of <u>Section 6</u>, 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 125 - 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Evaluate students' performance on a reading response assignment for one of their course readings.<br>**Target for Success:**<br>70% of students should receive a passing/satisfactory grade on the assignment. | | |
| Department - English for Second Language Learners (ESLL) - ESLL 125 - 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Evaluate students' performance on the final take-home essay of the quarter - an expository, text-based essay.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>70% of students will receive a passing grade | | |
| 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 | **Assessment Method:**<br>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<br>**Assessment Method Type:** | 09/20/2014 - Course not offered in 2013-2014<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2013-2014<br><br>01/24/2013 - The target was met.<br>**Result:** | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | Exam - Course Test/Quiz<br>**Target for Success:**<br>More than 70% of students successfully identified the main idea in the multiple choice question, but only 65% wrote down the correct main idea. | Target Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**GE/IL-SLO Reflection:**<br>The results show the students understood what to do and knew how to use the verb tenses appropriately. | |
| | | 10/03/2012 - ESLL 200A did not meet enrollment minimums and was not offered during the scheduled assessment quarter for 2011-2012.  In response to continuing difficulties maintaining enrollment at this level, the ESLL Department undertook a project to transition the lowest two levels of our credit program (ESLL 200A/B and ESLL 210A/B) to non-credit courses.<br><br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | 10/03/2012 - New courses NCEL 411/412/413 and 421/422/423 were developed and proposed outlines submitted to the noncredit curriculum committee at the end of SP12.<br><br>――――――――――――――― |
| Department - English for Second Language Learners (ESLL) - ESLL 200A - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE I - SLO 1 - Produce simple sentences using appropriate forms of the simple present and simple past. (Created By Department - English for Second Language Learners (ESLL))<br><br>**Start Date:**<br>10/31/2012<br>**End Date:**<br>11/30/2012<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students were shown a 10 minute lecture for which they took notes, then summarized orally in groups, then wrote a summary<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>70 percent of students to write a summary that reflects the main points of the lecture. | 09/20/2014 - Course not offered in 2013-14<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 01/25/2013 - Students with some consistency made mistakes on the same sentences because it seemed the students didn't understand the meaning of a word, and in other cases the requirement for making "true statements" caused confusion for the evaluator as the grammar was correct, but the statement weren't true. And with some consistency the cues did not elicit the intended generalizations; instead, they elicited specific statements which resulted in the use of the wrong verb tense.<br>**Result:**<br>Target Met | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | **Year This Assessment Occurred:**<br>2011-2012<br>**GE/IL-SLO Reflection:**<br>specific exercise instructions and sentence cues need to be more clear to get a better assessment of the students' work. | |
| Department - English for Second Language Learners (ESLL) - ESLL 200B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE II - SLO 1 - Identification of topics and ideas - Write simple sentences to identify topics, main ideas and supporting ideas in readings of two or three simple paragraphs. (Created By Department - English for Second Language Learners (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>See assessment findings/reflections | 09/20/2014 - Course not offered in 2013-2014<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 04/30/2013 - SLO 1's target was met. All the students passed the test. Seven of the twelve students had no errors.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**GE/IL-SLO Reflection:**<br>The objective part of the test followed a format that the students were familiar with, so even though the reading on skiing in a snow-dome was unfamiliar to them, they were able to process the new information and respond appropriately. | 04/30/2013 - This class will soon be a non-credit class. There is no action plan for this class. |
| | | 10/03/2012 - ESLL 200B did not meet enrollment minimums and was not offered during the scheduled assessment quarter for 2011-2012. In response to continuing difficulties maintaining enrollment at this level, the ESLL Department undertook a project to transition the lowest two levels of our credit program (ESLL 200A/B and ESLL 210A/B) to non-credit courses.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | 10/03/2012 - New courses NCEL 411/412/413 and 421/422/423 were developed and proposed outlines submitted to the noncredit curriculum committee at the end of SP12. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Department - English for Second Language Learners (ESLL) - ESLL 200B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE II - SLO 2 - Written application of vocabulary - Apply words learned by using them to write original sentences. (Created By Department - English for Second Language Learners (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>See assessment findings/reflections | 09/20/2014 - Course not offered in 2013-2014<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 04/30/2013 - 9 out of 12 students were able to successfully write a paragraph about a favorite sport or athlete.  They were expected to use sports vocabulary since this topic had already been studied in class.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br> **GE/IL-SLO Reflection:**<br> Rather than have the students write a paragraph, the next time students should write simple sentences in response to questions on the topic of the reading. Sentence-level responses would have been more appropriate in an in-class writing assessment for ESLL200B-level students. Although there was an indirect testing of vocabulary by using the same topic that was already used in class, it would be better to directly test vocabulary by having students write their own sentences using a number of vocabulary items they should have learned in class. | |
| | | 10/03/2012 - ESLL 200B did not meet enrollment minimums and was not offered during the scheduled assessment quarter for 2011-2012.  In response to continuing difficulties maintaining enrollment at this level, the ESLL Department undertook a project to transition the lowest two levels of our credit program (ESLL 200A/B and ESLL 210A/B) to non-credit courses. | 10/03/2012 - New courses NCEL 411/412/413 and 421/422/423 were developed and proposed outlines submitted to the noncredit curriculum committee at the end of SP12. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | **Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | |
| Department - English for Second Language Learners (ESLL) - ESLL 210A - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE III - SLO 2 - Vocabulary application - Apply words learned by using them to write original sentences. (Created By Department - English for Second Language Learners (ESLL))<br>**Start Date:**<br>10/16/2012<br>**End Date:**<br>11/29/2012<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>70% of the students would use the words correctly, in meaning and form, 75% of the time. | 09/20/2014 - Course not offered in 2013-2014<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 06/15/2012 - Students met target.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | |
| | | 11/22/2011 - Students met the target.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | 01/20/2012 - The 3 sentence requirement worked well in providing a context for and in showing the students correct usage of the targeted vocabulary word. |
| | **Assessment Method:**<br>Students were give vocabulary words they'd learned and asked to use them to write original sentences<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>70% of the students would correctly use 70% of the words in original sentences | 01/25/2013 - 75% of the students succeeded. The goal was exceeded. Informing the teacher of the SLO at the beginning of the quarter I believe made a difference in how the vocabulary was taught.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**GE/IL-SLO Reflection:**<br>The SLO is clear and no changes should be made. | |
| Department - English for Second Language Learners (ESLL) - ESLL 210A - | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>70% of the students passing with a grade of 70% or better | 09/20/2014 - Course not offered in 2013-2014<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 12/12/2013 - 75% of the students passed with 70% or better.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**GE/IL-SLO Reflection:**<br>To improve student performance, more free practice of grammatical structure should be done in speaking and writing. | |
| | | 01/25/2013 - 75% of the students passed with a grade of 70% or more. Goal was exceeded. Students gave long answers to Yes/No questions. Perhaps the directions should prompt them to give short answers. I also noticed that students often did not use end punctuation.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**GE/IL-SLO Reflection:**<br>The students did well in forming the questions with the given cues including time markers. Considering their level, the directions need to specify that they give short answers to Yes/No questions. The department needs to decide whether the test should provide end punctuation at end of lines for questions and answers, or the directions should specify their use. | |
| | | 09/18/2012 - Target met<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:** | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | 2011-2012 | |
| | | 12/01/2011 - 71% of the students passed the test with 75% and better. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 | |
| | | | |
| 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)) **Start Date:** 01/09/2012 **End Date:** 03/19/2012 **Course-Level SLO Status:** Active | **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. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70% of students to meet the SLO requirement | 09/20/2014 - Course not offered in 2013-2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 | |
| | | 04/30/2013 - 75% of students had a success rate of over 70%. Target was met. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 | 04/30/2013 - This course will soon become a non-credit class. |
| | | 04/26/2012 - 22 students completed this SLO, but 20 met it. 91% met the SLO requirement. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** The assessment tool worked well | 04/26/2012 - This was a good tool to use for assessing the SLO. |
| | | | 04/26/2012 - This assessment tool worked well. |
| | | | |
| Department - English for Second Language Learners (ESLL) - ESLL 210B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV - SLO 2 - Vocabulary application - Apply words learned by using them to write original sentences. (Created By Department - English for Second Language Learners (ESLL)) **Start Date:** | **Assessment Method:** Students were required to use each 0f 20 words in their given form in an original sentence that demonstrates their understanding of and ability to use the word correctly. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 70% of students to meet the SLO | 09/20/2014 - Course not offered in 2013-2014. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 | |
| | | 04/30/2013 - 70% of students did not have a success rate of over 70%. Target was not met. **Result:** Target Not Met | 04/30/2013 - This course will soon become a non-credit class. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| 01/09/2012<br>**End Date:**<br>04/16/2012<br>**Course-Level SLO Status:**<br>Active | requirement by using 70% of the words correctly. | **Year This Assessment Occurred:**<br>2012-2013<br>**GE/IL-SLO Reflection:**<br>Students were given 5 words to use in original sentences.  In past testing they were given 10 words, and their success rate was higher.  However, another closely related problem was that the 5 words were chosen from the first ¾ of the quarter. It seems that students cannot be expected to retain their vocabulary words unless the words are recycled throughout the quarter. | |
| | | 04/26/2012 - 77% of the students met the goal by using 80% of the words correctly.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**GE/IL-SLO Reflection:**<br>We need to focus more on studying how suffixes change the words part of speech as this was the main area of difficulty for the students. | |
| Department - English for Second Language Learners (ESLL) - ESLL 210B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV - SLO 3 - Written response to readings - Write short, reflective responses to readings. (Created By Department - English for Second Language Learners (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>70% of students would meet the SLO | 04/30/2013 - 70% of students had a success rate of over 70%.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | 04/30/2013 - This course will soon become a non-credit class. |
| | **Assessment Method:**<br>Students were asked to reflect on and use the ideas learned from the reading to express and support their own opinion in a paragraph.<br>**Assessment Method Type:** | 09/20/2014 - Course not offered in 2013-2014<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | Exam - Course Test/Quiz<br>**Target for Success:**<br>70% of students to meet this SLO | 04/26/2012 - 82% of students met this goal<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**GE/IL-SLO Reflection:**<br>Students who met the goal demonstrated their ability to write a unified paragraph. However, more work needs to be done to ensure a higher success rate by focusing on only including information relevant to the main idea in the paragraph. | |
| Department - English for Second Language Learners (ESLL) - ESLL 225 - DEVELOPING LISTENING/SPEAKING SKILLS - SLO 1 - Respond to varied types of aural input (instructions, telephone messages, conversations, short talks) (Created By Department - English for Second Language Learners (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Course was not offered in 2011-2012 | 09/20/2014 - Course not offered in 2013-2014<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 10/03/2012 - Course was not offered in 2011-2012<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Course was not offered in 2011-2012 | 09/20/2014 - Course not offered in 2013-2014<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 10/03/2012 - Course was not offered in 2011-2012<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | |
| Department - English for Second Language Learners (ESLL) - ESLL 226 - HIGH-INTERMEDIATE GRAMMAR - SLO 1 - | **Assessment Method:**<br>Students were given a writing prompt eliciting the use of all verb tenses, aspects | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Modal Use - Correctly use modals in the past and present: advisability, regret, and certainty. (Created By Department - English for Second Language Learners (ESLL))<br>**Start Date:**<br>10/28/2011<br>**End Date:**<br>10/29/2011<br>**Course-Level SLO Status:**<br>Active | and modals<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>Students to use appropriate forms of all verb tenses, aspects and modals correctly 75% of the time. | | |
| | **Assessment Method:**<br>There are 10 questions where students have to fill in the blanks with the correct tense of the verbs given.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>75% of the students received scores of 75%<br>**Related Documents:**<br>SLO 1:  Tenses-Present and Past | 01/20/2012 - 65 students tested<br>26 scored 75% or better<br>39 scored below 75%  (in one class only 6 students failed)<br><br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**Resource Request:**<br>Classes below this level should not be canceled.<br>**GE/IL-SLO Reflection:**<br>Students will be able to better understand spoken and written English.  In addition, students would better be able to communicate to the outside world. | 01/20/2012 - 1. Classes below this level have been canceled very often;  therefore, ESLL 226 often has many students who should actually be taking a lower level class.  They may not be prepared to learn these tenses and modals.<br>2. The SLOs being tested had been taught much earlier in the quarter. Perhaps more students would have done better after a general review before the final exam.<br>3. One instructor had chosen a grammar book that didn't include modals.  As a result, modals weren't taught until the SLO testing tool was presented to the instructor.<br>4. I was not teaching the course, but I believed that the tests were not too difficult.  I sent out the tests to the instructors to get their feedback, and they also thought that the tests were not too difficult for testing the SLOs.<br>5. Perhaps the instructors should be reminded at the beginning of the quarter which SLOs are going to be tested that quarter.  (I know that this should not make any difference, but this would have alerted one instructor that the textbook was deficient in regard to modals.)  We should encourage instructors to print the SLOs on their green sheets.<br>6. Instructors should be encouraged |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | | to read the course outline before teaching the course.  The SLOs should also be on the course outline.<br>7. It was very unclear to me how the SLOs should be met.  In stead of "Students should use the present perfect and simple past tenses 75% of the time correctly and meaningfully," it would be clearer to say,"70% of students were able to use the present perfect, simple past, and past progressive tenses 70% of the time."  The target should be lowered to 70% because that is the minimum passing score.<br>8. It is unrealistic to test with a writing prompt at this level.  A fill-in-the-blank assessment tool would be sufficient.  I used such a test. |
| | **Assessment Method:**<br>There are 10 questions where students have to fill in the correct modal verb.<br>**Target for Success:**<br>70% of the students can correctly answer 70% of the questions. | 01/20/2014 - The students met the target.  The testing for SLO 1 came soon after the Ss had learned and practiced the modal verbs.  The test was written in a clear way and was related to how the Ss had practiced the modal verbs in class.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 01/27/2013 - 79 students were tested.  57 students scored 70%, and 23 students failed.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**GE/IL-SLO Reflection:**<br>It was generally felt by the instructors that | 01/27/2013 - Instructors should be notified of these findings.  They should be instructed that students may not have enough practice with past modals.  It is this course where past modals are first introduced to the students.  In addition, past modals are not taught in the follow- |

| | | more time should be used to teach and practice past modals. It was that section of the test where students missed the most questions. | up grammar class. |
| --- | --- | --- | --- |
| | **Assessment Method:**<br>Fill in the blanks with the appropriate modal in either the present or past.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>72% | 04/10/2016 - The reported success rate totaled an average of 87% across reporting sections, which means that the target for success for this SLO was surpassed. According to one instructor, "After practicing sentences in the classroom, students performed well independently, though the passing rate could be higher. More practice and discussion of the nuances of modals are needed." The other instructor who provided more copious comments noted the following regarding both SLOs assessed: "When asked, more than 50% of the students said they understood the assignment; however, they expressed that both (SLO 1 & SLO 2) tasks were difficult. Thus, the [assessment] can be altered in a way that one answer and/or sentence would not affect the others, which would make the task simpler for students. (i.e. in the use of verb tenses). Additionally, sentences could have been contextualized more in order to make the task more suitable for students at this level. The students also indicated that there are too many grammatical points that are being covered in this class in general and thought it was challenging for them to distinguish one grammar point from another on these tests (SLO's) when they had more than one possible response. The failing students in both tasks [1] had very poor grammar skills (2 of these failing students had never taken a grammar class before) and [2] participated very little or did not participate at all during the course of the quarter. Two of these failing students chose to plagiarize in spite of multiple warnings. This caused them to receive a score of 0 on the task. These students are not a reflection of the class/ program. They were either misplaced or somehow got admitted into a level | 04/11/2016 - After holding a joint meeting with ESLL 226 teachers from the current round of SLO assessments, it was concluded that the SLO 1 might be modified slightly to reflect the following: "Produce paragraphs and/or spoken discourse correctly using past, present, and future verb forms (aspect) and tenses." |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | higher than their abilities. These students had the necessary materials; the textbook was level appropriate, with many activities, examples, and opportunities for speaking that required them to practice and use the grammar points.  Some students may have been in the wrong level and/or may not have practiced what they have learned in class. These students also failed to complete 50% of the homework assignments during the course of the quarter, which contributes to their poor test results. Not being prepared for in-class assignments affected their ability to ace this test. I find the overall objectives for this class appropriate and achievable; however, students do need more time to practice the grammar points which means less material can be taught during the course of a single quarter. More than half of the students appreciated the fact that this class introduced them to different grammar points, but emphasized the additional time they needed to master the grammar skills. Despite the failing students, many felt comfortable to use most of the grammar points in their everyday conversations and in class. Most admitted that they needed to practice what they learned in class more in order to become competent, but did not have sufficient time (due to work and other commitments) to study for exams." After holding a joint meeting with ESLL 226 teachers from the current round of SLO assessments, it was concluded that the SLO might be modified slightly as follows: "Correctly use modals in the past and present: advisability, regret and certainty in writing and/or speaking tasks." **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 | |
| | | 02/17/2015 - The average success rate of the two sections was 75%. They exceeded expectations. **Result:** Target Met | 02/17/2015 - We should continue to use a unified model assessment instrument for this SLO. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | **Year This Assessment Occurred:**<br>2014-2015<br>**GE/IL-SLO Reflection:**<br>Having a model assessment tool to use was a helpful guide for teaching and testing the SLO. We should keep doing this. | |
| | | 10/13/2011 - Students met the target.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2010-2011<br>**Resource Request:**<br>Prompt needs to be more clearly and narrowly defined. | 10/21/2011 - Teachers need to coordinate more closely and decide on whether or not students write a first draft of the assigned SLO promt before the SLO writing task takes place. |
| Department - English for Second Language Learners (ESLL) - ESLL 226 - HIGH-INTERMEDIATE GRAMMAR - SLO 2 - Tense Use - Correctly use the present perfect, simple past, and past progressive. (Created By Department - English for Second Language Learners (ESLL))<br>**Start Date:**<br>09/29/2014<br>**End Date:**<br>12/10/2014<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Fill in the blank to assess tenses.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>70% of students will be able to answer 70% of the blanks correctly. | 01/20/2014 - Students did so poorly on the tests for two reasons.  First, the time period between when the tenses were taught and practiced and when they were tested for SLO was quite extensive.  Secondly, the test was not always clearly written.  At times, a false expectation was set up by the dialogues.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2013-2014 | 01/20/2014 - There should be a review of the tenses periodically during the quarter.  This would reinforce the usage of tenses. Students would be more competent when handling the tenses at the end of the quarter.  The test should be rewritten with clarity in mind.  In this regard, students would not be "surprised" by an artificial flow of a dialogue. |
| | | 01/27/2013 - 49 students were tested.  39 students passed, and 10 students did not pass.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**GE/IL-SLO Reflection:**<br>The test was flawed in its construction, and this confused students and teachers alike. The prompt said to only use the 3 tenses to | 01/27/2013 - The format of the test might have also been confusing since some students hadn't been familiar with having to write entire lines of dialogue in a conversation. There were also three conversations on the test, and this might have been unclear to some students. The format should be reworked. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | be tested, and yet part of the test was requiring the future tense.  30 tests were discarded because there was so much confusion in one class.  In another class, the questions asking for the future tense were discarded.  This test needs to be rewritten. | 01/27/2013 - The test should be rewritten to include clear instructions so that students are not confused when taking the test. |
| | **Assessment Method:**<br>Students were given a writing prompt that elicited the use of the present perfect and simple past tenses<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>Students should use the present perfect and simple past tenses 75% of the time correctly and  meaningfully | 01/19/2012 - 65 students tested<br>29 scored 75% or better<br>36 scored below 75%  (in one class only 5 students failed)<br><br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**Resource Request:**<br>We should make sure that the lower levels are not canceled.<br>**GE/IL-SLO Reflection:**<br>(Four Cs reflection) | 01/19/2012 - 1. Classes below this level have been canceled very often;  therefore, ESLL 226 often has many students who should actually be taking a lower level class.  They may not be prepared to learn these tenses and modals.<br>2. The SLO?s being tested had been taught much earlier in the quarter.  Perhaps more students would have done better after a general review before the final exam.<br>3. I was not teaching the course, but I believed that the tests were not too difficult.  I sent out the tests to the instructors to get their feedback, and they also thought that the tests were not too difficult for testing the SLO?s.<br>4. Perhaps the instructors should be reminded at the beginning of the quarter which SLO?s are going to be tested that quarter.  (I know that this should not make any difference, but this would have alerted one instructor that the textbook was deficient in regard to modals.)  We should encourage instructors to print the SLO?s on their green sheets.<br>5. It was very unclear to me how the SLO?s should be met.  In stead of "Students should use the present perfect and simple past tenses 75% |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | | of the time correctly and meaningfully," it would be clearer to say, "70-75% of students were able to use the present perfect, simple past, and past progressive tenses correctly 70-75% of the time."<br>6.  It is unrealistic to test with a writing prompt at this level.  A fill-in-the-blank assessment tool is sufficient.  I used such a test. |
| | **Assessment Method:**<br>Quiz on relevant structures.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>73% | 04/11/2016 - The reported success rate totaled an average of 86% across reporting sections, which means that the target for success for this SLO was surpassed. According to one instructor, "Students overall performed at a satisfactory level but need more practice with present perfect." The other instructor who provided more copious comments noted the following regarding both SLOs assessed: "When asked, more than 50% of the students said they understood the assignment; however, they expressed that both (SLO 1 & SLO 2) tasks were difficult. Thus, the [assessment] can be altered in a way that one answer and/or sentence would not affect the others, which would make the task simpler for students. (i.e. in the use of verb tenses). Additionally, sentences could have been contextualized more in order to make the task more suitable for students at this level. The students also indicated that there are too many grammatical points that are being covered in this class in general and thought it was challenging for them to distinguish one grammar point from another on these tests (SLO's) when they had more than one possible response. The failing students in both tasks [1] had very poor grammar skills (2 of these failing students had never taken a grammar class before) and [2] participated very little or did not participate at all during the course of the quarter. Two of these | 04/11/2016 - After holding a joint meeting with ESLL 226 teachers from the current round of SLO assessments, it was concluded that SLO 2 might be substantially modified to reflect the following: "Produce paragraphs and/or spoken discourse correctly using past, present, and future verb forms (aspect) and tenses." |

| | | failing students chose to plagiarize in spite of multiple warnings. This caused them to receive a score of 0 on the task. These students are not a reflection of the class/ program. They were either misplaced or somehow got admitted into a level higher than their abilities. These students had the necessary materials; the textbook was level appropriate, with many activities, examples, and opportunities for speaking that required them to practice and use the grammar points. Some students may have been in the wrong level and/or may not have practiced what they have learned in class. These students also failed to complete 50% of the homework assignments during the course of the quarter, which contributes to their poor test results. Not being prepared for in-class assignments affected their ability to ace this test. I find the overall objectives for this class appropriate and achievable; however, students do need more time to practice the grammar points which means less material can be taught during the course of a single quarter. More than half of the students appreciated the fact that this class introduced them to different grammar points, but emphasized the additional time they needed to master the grammar skills. Despite the failing students, many felt comfortable to use most of the grammar points in their everyday conversations and in class. Most admitted that they needed to practice what they learned in class more in order to become competent, but did not have sufficient time (due to work and other commitments) to study for exams." After holding a joint meeting with ESLL 226 teachers from the current round of SLO assessments, it was concluded that the SLO might be modified slightly as follows: "Produce paragraphs and/or spoken discourse correctly using past, present, and future verb forms (aspect) and tenses." **Result:** Target Met **Year This Assessment Occurred:** | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | 2015-2016 | |
| | | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015<br>**GE/IL-SLO Reflection:**<br>We should continue to use the unified assessment instrument and adopt it as a Department policy for this course. | 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. |
| 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))<br>**Start Date:**<br>10/28/2013<br>**End Date:**<br>12/13/2013<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On the final exam, students were given an article to read and asked to identify the main idea of the reading.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>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.<br><br>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 | 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 |
|---|---|---|---|
| | | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 01/10/2014 - 78% of the students succeeded<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014<br>**GE/IL-SLO Reflection:**<br>One of the teachers required the students to find and write the main idea down whereas the other two gave the students multiple choice answers. The latters' students scored better. Perhaps in future the testing would be more effective if they were uniform in the method of identifying the main idea. | 01/10/2014 - The next test should have all sections identify the main idea by having students find the main idea and paraphrasing it in their own words, not by identifying it from multiple choice answers. |
| | | 01/27/2013 - 3 classes were tested. 65% of the students identified the main idea successfully.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**GE/IL-SLO Reflection:**<br>In two classes, more that 70% of the students identified the main idea by selecting one out of three possible answers; however, in the third class, the students were asked to write down what they thought the main idea was and this is where the greater no. of failure was. The teacher felt that if they were given multiple choice, the | 12/18/2013 - 2 classes were given multiple choice answers to choose from and one was asked to write the main idea. The latter had a higher failing rate. The coordinator of the SLOs needs to clarify and unify the instructions as to how the tests are to be given so they are given uniformly and the results can be assessed more uniformly. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | success rate would have been higher. Further it should be noted that the instructions should to the teachers/testers should be more precise and should indicate how the test is to be given, multiple choice or written so that testing is uniform and results are more uniform and meaningful. | 01/27/2013 - The test should be changed since it was considered too easy by the teachers. The next reading should be more challenging, and students should express the main idea in their own words. |
| | | 12/20/2011 - 80% of the students met the target for success.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**Resource Request:**<br>None | |
| | **Assessment Method:**<br> 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.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>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% | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015<br>**GE/IL-SLO Reflection:**<br>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. | 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. |
| 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 | **Assessment Method:**<br>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. | 12/20/2011 - 80% of the students passed with a 'C' or better.  The target was met.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2010-2011<br>**Resource Request:** | 10/11/2011 - Though the students used the new terms in their correct meaning, they did make errors in word form.  I.e., they would use a noun as a verb or a verb as an adjective.  We suggest to clarify the SLO prompt to reflect the |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| word. (Created By Department - English for Second Language Learners (ESLL))<br>**Start Date:**<br>09/30/2013<br>**End Date:**<br>12/13/2013 | **Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>80% of the students passing with a 'C' or better. | None | Department's expectation of grammatical accuracy.<br><br>──────────────── |
| **Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>70% of the students should score 70% on the test. | 01/10/2014 - 68% of the students scored 70% or better.  The students need more practice in using newly learned vocabulary words in original sentences that they perhaps incorporate in their own writing assignments for the class.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 12/18/2013 - In two of the classes, the students had a success rate of 83% percent combines, but in the 3rd class more than 70% of the students fell below 60% success rate. The teacher said they probably did not study, nor pay attention in class and probably they did not have the language skills to succeed in this task<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**GE/IL-SLO Reflection:**<br>When the SLO initially informs the teachers of the SLOs, they need to give them guidelines of what the students are expected to produce in terms of original sentences using new vocabulary and how often they are to practice and be tested on them throughout the quarter before the SLO is given so as to strengthen thier skills | |
| | | 01/27/2013 - 72 students took the test.  46 passed with a score of 70%, and 26 students failed.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:** | 01/27/2013 - At this level, it might be better to test the students with a matching quiz or fill-in-the-blank quiz from a list of new vocabulary items. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | 2012-2013<br>**GE/IL-SLO Reflection:**<br>If students haven't practiced the entire quarter writing their own sentences with new vocabulary items, then this task might seem too challenging for them.  Most textbooks have students practice vocabulary by identifying and matching  items. | |
| | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>The target for success for all sections averaged out to 74% | | |
| | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>The target for success for all sections combined was 72%. | 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.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2014-2015<br>**Resource Request:**<br>The Department needs money to pay for course level meetings so we can discuss course content and pedagody, so our | 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. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | students get equal education across the sections. Reading a course outline and communicating by e-mail is not enough.<br>**GE/IL-SLO Reflection:**<br>As the coordinator of the SLO for this course, I think it is important for the ESLL Department to seriously consider a policy of using g 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. | |
| | **Assessment Method:**<br>On the final exam, students were asked to write original sentences using previously studied vocabulary items.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>70% | 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:<br><br>1.  Students belonged in non-credit courses. (Since this is our entry-level course, students have the right to self-place.)<br>2.  Students relied too much on translators to produce original sentences.<br>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.<br>4.  Students are unfamiliar with parts of speech.<br><br>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 | 01/01/2016 - Revise the SLO to remove the apparent contradiction between the concepts of comprehension and production. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | 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 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.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students watched a 10 minute academic lecture on DVD and took notes<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>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. | 10/11/2016 - Target was not met.<br>This class is a catchall class as it is offered to all incoming international students regardless of skill level, and this was more multi-level than the 228 classes that I have taught in the past. This made it a bit more challenging to meet a higher success rate. Part of the issue meeting the target was also mine. In retrospect, I may have been testing for a higher-level skill than is required for this SLO.  The SLO asks that students  "Respond to varied types of aural input" and "to identify the main ideas and use effective note taking skills of writing only content words and using symbols and abbreviations." For part of the test, just their note taking was sufficient; however, I also asked the students to respond in a way that required them to make inferences from what they heard. After reading the SLO again, I think I will need to simplify the test in the future.<br>The teacher that has previously taught this class | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | only required that the students to take guided notes as part of the test rather than respond to the lecture. I think with this style of testing the goal would have been met or exceeded.<br><br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 08/09/2012 - Students exceeded expectations by 4 percentage points, the book Lecture Ready 2and the teaching method of incrementally increasing student note taking skills are effective.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | |
| | | 08/09/2012 - The book Lecture Ready 2 and the incremental teaching approach used to help students listen for key ideas and noting them down using learned note taking skills is an effective method. The success rate was exceeded the target of 75% by 4 percentage points.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | |
| | **Assessment Method:**<br>Students watched a 10 minute video lecture during which they were required to take guided notes.<br>**Assessment Method Type:**<br>Observation/Critique<br>**Target for Success:**<br>75% | 08/26/2014 - 89% of students succeeded in this task and incorporated note taking skills they learned<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | | |
| Department - English for Second Language Learners (ESLL) - ESLL 228 - DEVELOPING LANGUAGE SKILLS FOR INTERNATIONAL STUDENTS - SLO 2 - | **Assessment Method:**<br>After students listened to a lecture and took notes, they worked in groups to discuss the lecture, share their notes and ask for and | 10/11/2016 - Target was exceeded by 5 percentage points.<br>Since this was a quiet group, effective participation was a focus for the class. We worked on | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Social Interaction - Effectively participate in social interactions and group discussions to acquire and give needed information. (Created By Department - English for Second Language Learners (ESLL))<br>**Assessment Cycles:**<br>End of Quarter<br>**Start Date:**<br>06/30/2014<br>**End Date:**<br>08/28/2014<br>**Course-Level SLO Status:**<br>Active | answer questions--using spoken and body language--about main ideas members of the group had neglected to note down.<br>**Assessment Method Type:**<br>Discussion/Participation<br>**Target for Success:**<br>70% | discussion language throughout the quarter by using cards that contained discussion "moves" (e.g., I see your point but..) they were required to use before the discussion could end. This familiarity with set discussion language helped the target to be met.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 09/25/2014 - The success rate was around 83%. I asked the students to rate the success rate of the responses they got from their group members from a scale of 1 to 10 and this is how I got the results.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014<br>**GE/IL-SLO Reflection:**<br>This is a very interesting result considering that the vast majority of this class was from one language and cultural background. The class and I had a very good rapport and they were highly motivated to work hard in this class as they wanted to score as high as possible on the placement test after the class was over. | |
| | | 08/09/2012 - Students used social and academic language and skills they learned to ask for and give information to each other. The target success rate was exceeded by 6 percentage points.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**GE/IL-SLO Reflection:**<br>I would change SLO to read, "Effectively participate in social interaction and group discussion to acquire and give needed information. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| 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 summery **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 75% success in summarizing the main points clearly. | 08/26/2014 - 87% were successful in this task **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This class was more or less homogenous in its level of language proficiency and came into the course already knowing how to do written summaries; therefore, they were able to gradually and effectively apply it to a listening task. | 08/26/2014 - In comparison with previous quarters of classes with varying levels of proficiency, this class was homogenous. In classes with varying levels, it is important to be sure everyone knows what a summary is and how to write on. It is a good idea to begin the class by reviewing how to write a summary, practice writing summaries of texts students read for the class before doing oral and written summaries of lectures students listen to. I think this would help to increase the success levels. |
| | | 04/26/2012 - As I had a class with wide gaps in language proficiency levels, the success results had bigger gaps than quarters when the gaps in proficiency were smaller. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Make available the lower level course and make both courses mandatory as they teach skills essential to recognizing, organizing and developing ideas in all aspects of English. The skills reinforce correct grammar usage, writing and reading skills. **GE/IL-SLO Reflection:** Having had the students first give oral summaries of a lecture, followed by writing the summery has been effective in increasing the success rate for this SLO. | 04/16/2013 - Dept. to discuss viability of continuing Speaking and listening skills in the ESLL 200 & 300 level classes. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Interviews/Focus Groups<br>**Target for Success:**<br>80% of students to be able to communicate with words and body language to get the information they need. | 08/26/2014 - This time I got more clear results as students then did an oral summary based on their amended notes.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014<br><br>04/16/2012 - about 30% of the students had a language proficiency level lower than ESLL 235 and, therefore, did not have enough language to request the precise information they needed from or wanted to communicate to their classmates.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**Resource Request:**<br> students should be at the same proficiency level<br>**GE/IL-SLO Reflection:**<br> Having a more homogenous proficiency level in class would allow the students to communicate more efficiently and meaningfully from each other. | 08/26/2014 - Adding an oral summary at the end of the exercise gave me a more clear idea of the students strengths and weaknesses. I think it is a good idea to use this format in the future. |
| | | | |
| Department - English for Second Language Learners (ESLL) - ESLL 236 - ADVANCED GRAMMAR - SLO 1 - Compound/Complex Sentences - Write well-formed compound and complex sentences that express original ideas.<br> (Created By Department - English for Second Language Learners (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students were required to write a multi-paragraph essay whose prompt required them to use a variety of sentence structures to express original ideas.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>75% of class to meet the SLO requirement | 04/28/2016 - On average, 81% of the Winter 2016 cohort achieved this SLO. This demonstrates that our pedagogical approaches have been successful in teaching this SLO. While we believe the SLO itself does accurately measure what a successful student should demonstrate upon passing ESLL 236, we feel that the Assessment Method should be modified to reflect a "short writing assignment" instead of a "multi-paragraph essay."<br>**Result:**<br>Target Met | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | **Year This Assessment Occurred:**<br>2015-2016 | |
| | | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| | | 08/18/2014 - 64 students out of 79 students (81%) were able to achieve a grade of C or above in completing the task.  Within the essays the students wrote, they had to include a variety of compound and complex sentences.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 04/16/2013 - The target was met in all three sections of the class.  However, residual errors from 226 remained-- VT, S/v agreement and word forms.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**Resource Request:**<br>If had more time for the class, these types of errors can be addressed. | 04/16/2013 - Discuss the reflection in Dept. meeting to see how need can be met. |
| | | 04/26/2012 - 91 students in 4 sections took the assessment. 75 of the students met the SLO requirement with a combined success rate of 81%.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**GE/IL-SLO Reflection:** | 04/26/2012 - Integrating the 2 SLO's in the same prompt worked well in that it made the targeted results clear for the students and the assessment more efficient for the instructors. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | In all 4 sections the students who did not meet SLO 1 also did not meet SLO 2.<br><br>Combining the 2 SLO's into one writing prompt worked out well. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Department - English for Second Language Learners (ESLL) - ESLL 236 - ADVANCED GRAMMAR - SLO 2 - Paragraph Writing - Write cohesive paragraphs composed of varied sentence structures.<br> (Created By Department - English for Second Language Learners (ESLL))<br>**Start Date:**<br>01/07/2013<br>**End Date:**<br>03/29/2013<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students were required to write a multi-paragraph essay whose prompt required them to use a variety of sentence structures to express original ideas.<br><br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>70% of the students to meet SLO requirement | 04/28/2016 - On average, 84% of the Winter 2016 cohort achieved this SLO. This demonstrates that our pedagogical approaches have been successful in teaching this SLO. However, we feel that the mention of "cohesive paragraphs" in the SLO itself could be misconstrued to mean the teaching of "paragraph organization and development." As such, we feel that modifying the SLO to "Produce short pieces of writing composed of varied sentence structures" is much clearer. Furthermore, similar to our thoughts about the Assessment Method for SLO 1, we feel that the Assessment Method for SLO 2 should also be modified to reflect a "short writing assignment" instead of a "multi-paragraph essay," as ESLL 236 is an advanced grammar course and not a composition course.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 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 | |

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| | | 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.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| | | 08/18/2014 - 64 students out of 79 students (81%) were able to achieve a grade of C or above in completing the task.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 04/16/2013 - All students passed this assessment, although some didn't pass the final exam, because it was felt they could choose which type of compound and complex sentences to write.<br>There was a concern about residual grammatical errors taught in ESLL 226.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**Resource Request:**<br>If the quarter were longer or the class had more hours, then a review of grammar could be incorporated into the class. | |
| | **Assessment Method:**<br>Students were required to write a multi-paragraph essay whose prompt required them to use a variety of sentence structures to express original ideas. | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | **Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>70% of students to meet the SLO requirement | | |
| Department - English for Second Language Learners (ESLL) - ESLL 237 - BASIC COMPOSITION SKILLS - SLO 1 - Reading - Identify rhetorical strategies used by authors of assigned readings, i.e., the ways in which authors introduce topics, organize ideas, and develop main points, etc.   (Created By Department - English for Second Language Learners (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>NA | 04/16/2012 - Upon closer examination, we discovered that this SLO presented problems in terms of implementation and quantification. We will revise this SLO for future evaluation cycle.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2011-2012 | |
| Department - English for Second Language Learners (ESLL) - ESLL 237 - BASIC COMPOSITION SKILLS - SLO 2 - Writing - Write a unified, cohesive piece of extended written discourse containing multiple paragraphs. (Created By Department - English for Second Language Learners (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Two- to three-page expository essay<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>80% of students will pass the essay. | 04/13/2016 - 55/66 (83%) pass rate across 3 sections.  Main reasons for failure on this SLO included no submission, poor language skills, and one instance of plagiarism.  Overall, the pass rate across sections (83%) was fairly high.   Instructors expressed that they spent a lot of time on feedback and process activities, and individualized tasks/communication.  Two instructors also noted that they had several high-level students – some of whom probably would have succeeded in ESLL 25 or 26.  Again, this suggests a need to review cut scores and curriculum pathway into the 236/237 level.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 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 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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | 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.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2014-2015<br>**Resource Request:**<br>Additional resources are needed to provide ongoing training and re-training for new instructors teaching ESLL reading and compostion classes. | |
| | | 04/15/2014 - The average success rate across 4 sections was 76% with individual sections reporting between 68-96% success.  The evaluation instrument was the final take-home essay for all sections.  Many of the failures to meet the target were a result of students who knew they were failing the course who had either stopped attending class by that point, or who did not submit the final essay.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 04/14/2013 - Instructors reported generally high levels of success, some success rates much higher than others (70%--100%).   Most instructors used the final take-home or in-class essay to assess the SLO, noting that by the end of the quarter, most students felt comfortable with essay | 04/14/2013 - Direct composition instructors to course outlines before creating assignments. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | structure and its concomitant requirements.<br><br>Instructors reporting lower pass rates or lower scores noted several reasons for this: lack of student preparation due to misplacement, plagiarism, student attitude, and level-inappropriate requirements in essay prompts, e.g., the use of metaphor, simile, and personification. One essay prompt shows that students were required to produce an argument that included outside references via library research. Instructors should note that the ESLL 237 course outline does not refer to the specific use of literary devices, argumentation, or library research in the production of essays.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**Resource Request:**<br>ESLL coordinator to ensure standards | |
| | | 04/16/2012 - 88% of students met the target.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**Resource Request:**<br>Full-time faculty hires to ensure full participation in assessment process and maintain departmental standards | 04/16/2012 - Only two of the four instructors teaching ESLL 237 participated in the assessment, providing less data than desired.<br><br>_____ |
| 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))<br><br>**Start Date:**<br>06/08/2011<br>**End Date:** | **Assessment Method:**<br>Students compile an error log of mistakes made in their academic writing.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>Students identify frequently recurring errors in their writing. | 10/01/2015 - COURSE WAS NOT OFFERED IN 2014-15<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2014-2015<br><br>09/20/2014 - Course not offered in Spring 2014, which is when the assessment for the course was scheduled. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| 10/11/2011<br>**Course-Level SLO Status:**<br>Active | | **Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 08/13/2013 - 100% of students compiled a personal error log based on their writing.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | 09/21/2012 - 100% of students compiled an error log based on their results from the diagnostic test. Many students had 3 or 4 areas of weakness, most dealing with verb tenses, verb forms, adj/adv/noun clauses, word order and run-ons/fragments. Others had too many areas of issues (upwards of 6 to 7 areas of issues).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | |
| | | 10/25/2011 - Students were able to identify distinct errors in their writing, but were unable to identify and address multiple sentence structure and vocabulary usage errors.  Students did not have the awareness to do so.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2010-2011<br> **Resource Request:**<br> Develop syllabus and materials to meet<br> needs beyond distinct grammar mistakes<br> contained in the textbook. | |
| Department - English for Second Language Learners (ESLL) - ESLL 246 - APPLIED GRAMMAR & EDITING SKILLS - SLO 2 - error elimination - Eliminate errors identified in the individual error profile. (Created By | **Assessment Method:**<br>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. | 10/01/2015 - COURSE WAS NOT OFFERED IN 2014-15<br>**Result:**<br>Target Not Met | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Department - English for Second Language Learners (ESLL))<br><br>**Start Date:**<br>06/15/2011<br>**End Date:**<br>10/12/2011<br>**Course-Level SLO Status:**<br>Active | Students were to identify and correct these errors. 100%-90% of error identification and correction resulted in an A, 89-80% of error identification and correction resulted in a B, 79-70% of error identification and correction resulted in a C.  69% and below produced a failing grade.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>90% of the students passing with a C or better. | **Year This Assessment Occurred:**<br>2014-2015<br><br>09/20/2014 - Course not offered in Spring 2014, which is when the assessment for the course was scheduled.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 06/15/2011 - 100% of the students passed the exam with a C or better.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2010-2011<br>**Resource Request:**<br>None | 10/11/2011 - I am not sure that this type of testing gets to the heart of the problem here.  Since the students did not edit their own writing, the exercise seemed disconnected from the skill the students were developing (i.e. edit your own writing).  Also, the errors that were easy for students to identify (i.e. verb tense, SV-Agreement) and that the textbook had identified as problem areas, did not reflect the actually, broader error patterns that the students exhibited in their writing such as sentence structure and word choice.  I suggest refining both the SLO and the Assessment Method. |
| | **Assessment Method:**<br>Comprehensive final exam based on course topics for the quarter.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>70% of students passing the exam | 08/13/2013 - 80% of students passed the exam.<br><br>After collecting two writing samples, I tried to develop a list of the class' most common mistakes. These issues were the basis of instruction in the course. I followed the suggestion written in a previous SLO and tried to focus more intensely on fewer grammar points. I do feel that the final exam does seem a bit disconnected from the skill they are learning: editing their own writing. I just don't know how we would go about giving a fair test that | |

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| | | asked them to write and then edit their own writing. Perhaps, we could ask them to write and edit a paragraph in response to a question at the beginning of the quarter and then ask them write and edit a response to the same question at the end of the quarter. Responding to the same question may elicit the same errors and we could see how well they edit these errors the second time. This is just a suggestion and one that would need to be considered more thoroughly. Although the final exam assessment style may not be ideal, the error log and course exam do cause students to become more aware of their particular errors and this is certainly a goal of the course.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | 09/21/2012 - 61% of students passed the final exam.  One suggestion that I would give to future ESLL 246 instructors is that they only focus on 4 or 5 areas. I pushed the class up to 8 areas of focus and may have pushed the students too fast through each concept. I had a large spectrum of error areas and was trying to meet the largest possible percentage of the population. However, this may have done a disservice to the 61% who passed. This group could have improved more by focusing on fewer areas. The percentage that didn't pass still most likely would have not passed because of their difficulties understanding even lower level grammar concepts.  Many of those who failed or were not successful were frequently absent or not participating in class by either not doing homework or not reviewing for the quizzes.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2011-2012 | 09/21/2012 - One suggestion that I would give to future ESLL 246 instructors is that they only focus on 4 or 5 areas. I pushed the class up to 8 areas of focus and may have pushed the students too fast through each concept. I had a large spectrum of error areas and was trying to meet the largest possible percentage of the population. However, this may have done a disservice to the 61% who passed. This group could have improved more by focusing on fewer areas. The percentage that didn't pass still most likely would have not passed because of their difficulties understanding even lower level grammar concepts. |

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| 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 | |
| | | 06/13/2012 - 78% of students succeeded **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 | |
| | **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% | 08/26/2014 - Students were able to show their understanding of the nuances in the meaning of words in specific context related to their readings. As this class only had 8 students, we were able to spend good time analyzing and practicing the same words applied in varying contexts. They were able to do this well with a 78% class success rate. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 | |
| | | 06/28/2013 - For this SLO assessment, I had students select six questions to write responses to—two from each of the first three lessons in unit 7. I assigned one question from lesson 4. This was a take-home assignment.<br><br>A. Self-selected question sample 1: Have you ever studied in an intensive program? (The target word is "intensive.")<br><br>Student response: "Yes, I have studied in an intensive program. It made intensive since I had to speak, listen, and write in English, not in my first language."<br><br>Self-selected question sample 2:  Complete these | 06/29/2013 - Provide clearer instructions to make sure students stay on task. |

| | | sentences – "A radical thing to do would be to..." Student response: "A radical thing to do would be to have tatoo on my body." | |
| | | B. Assigned question: What challenges have you faced in life that have thereby made you a stronger person? "Thereby" was the target word they needed to use for this question. | |
| | | Sample student response # 1: "When me and my husband have made the decision to move to the US and have had to find a job to survive it have thereby made us stronger." | |
| | | Sample student response # 2: "I had to overcome injury from the terrible car accident to continue playing my instrument as a professional musician that have thereby made me a stronger person. (I got injury in my arm and wrist)" | |
| | | Results: All nine students completed the written assignment successfully. The students used all the target words appropriately. However, in the assigned question above, a couple students got caught up in writing about their challenges but forgot to use the word "thereby." | |
| | | Another time, I would remind the students several times to be sure to use and underline/highlight each target vocabulary word. | |
| | | **Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| Department - English for Second Language Learners (ESLL) - ESLL 247 - ADVANCED VOCABULARY DEVELOPMENT FOR READING & WRITING - SLO 1 - learning process - Write about the process of learning | **Assessment Method:**<br>Students were required to write a journal entry in which they demonstrate at least 3 strategies they use in understanding and using newly learned vocabulary words. | 10/01/2015 - COURSE WAS NOT OFFERED IN 2014-15<br>**Result:**<br>Target Not Met | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| new words, applying multiple strategies learned in class. (Created By Department - English for Second Language Learners (ESLL))<br>**Start Date:**<br>04/14/2014<br>**End Date:**<br>06/30/2014<br>**Course-Level SLO Status:**<br>Active | **Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>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. | **Year This Assessment Occurred:**<br>2014-2015 | |
| | | 08/26/2014 - 79% of the students articulated how the strategies learned in class contributed to refining their word learning process.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 07/10/2012 - 71% succeeded<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**GE/IL-SLO Reflection:**<br>I think it is more revealing to give students new words in context and have them show and us methods that show how they learn to understand and then use new words rather than to simply describe the process. | |
| | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Discussion/Participation<br>**Target for Success:**<br>75% | 06/28/2013 - A weekly class activity that the students particularly enjoyed was teaching individual words to the class. The students used the document camera and computer for visuals. They were very creative and professional in making their presentations. They took the assignment seriously. We all enjoyed and learned from the word presentations. I was impressed by how poised the students became.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | **Assessment Method:**<br>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 | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | 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.<br>**Assessment Method Type:**<br>Discussion/Participation<br>**Target for Success:**<br>75% | | |
| | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>75% | | |
| | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Case Study/Analysis<br>**Target for Success:**<br>75% | | |
| | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Case Study/Analysis | | |

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| | **Target for Success:**<br>75% | | |
| | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students were asked to identify patterns of grammatical errors that they were aware they made at the beginning of the course. At the end of the course, they were asked to review the writing assignments that they had done and to reflect on what they had learned.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>70% of the students can identify patterns of errors that they make. | 10/01/2015 - 100% of the students who completed the final reflection were able to identify three patterns of errors that they made.<br><br>This is an example of a student's self assessment of her errors.<br>Part II   Three Types of Errors<br>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.<br>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.<br>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.<br>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. | |

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| | | **Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| | | 10/13/2014 - 100% of the students could identify patterns of errors that they made.  It was interesting to see the difference in the error types students identified at the beginning of the course and those they wrote about at the conclusion of the course. The table below shows these differences. In any case, the comments made by students demonstrated a heightened and more nuanced awareness of their errors.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 08/13/2013 - 83% of the students could identify patterns of errors that they made.<br><br>Editing their own work is very difficult for students. They can edit simple errors if they have been marked as errors for them.  However, some have difficulty editing the same error when it occurs later in the text but has not been marked for them. What seems like simple errors, such as subject/verb agreement, noun plurals, and use of the past tense when referring to past events, is not simple for students who have been making the same errors unconsciously for many years.  This requires great effort, which many such students are not willing to invest.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | 10/03/2012 - Of the 18 students who completed the course, 15 submitted self-assessments that included the identification of three patterns of grammatical errors; one student identified only | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | two.  These are the errors they identified.<br>1 subject/verb agreement noun plurals spelling<br>2 articles verb form  verb tense<br>3 articles subject/verb agreement progressive<br>4 articles noun and verb forms clauses<br>5 subject/verb agreement active/passive prepositions and articles<br>6 commas articles spelling<br>7 use of periods plurals subjects<br>8 capitalization articles verb forms and tense<br>9 spelling word choice preposition<br>10 subject/verb agreement verb tense noun plural<br>11 articles prepositions noun plural<br>12 subject/verb agreement tense consistency word choice<br>13 word form noun plural tense<br>14<br>15<br>16 verb tense articles subject/verb agreement<br>17 vocabulary need to write simply and directly<br>18 sentence structure gerund<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | |
| | | 10/13/2011 - At the beginning of the course, some of the students were able to do identify their errors specifically as verb tense, subject/verb agreement, punctuation, spelling, run-on sentences, prepositions, fragments.  Other students were more vague and identified their errors as "sentence structure", "structure and grammar".<br><br>At the end of the course, some of the students were able to identify their errors more specifically:<br>--I almost forgot when to use a, an, the.  But taking this class help me to make clear of them.<br>--After this quarter, I have a clearer idea of my problem area, which are verb tense and article use. | 10/13/2011 - I think a better SLO would be that students will develop a heightened consciousness of grammar in their writing.  The fact that they can identify patterns of grammar errors is fine, but what is more important is that they pay attention to grammatical details in their writing overall.  There is much more than just three patterns of grammar errors.<br><br>**Follow-Up:**<br>10/13/2011 - Rewrite SLO 1. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | ..my writing looks like I translate from Hebrew to English even I don't mean to do it?? | |
| | | However, not every student did this at the end of the course but wrote more globally about what they learned.  Part of the reason may be that I did not ask them to do so explicitly but framed the task in more general terms. **Result:** Target Not Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Funding to support accessibility requirements. | |
| Department - English for Second Language Learners (ESLL) - ESLL 248 - ADVANCED GRAMMAR REVIEW - SLO 2- Editing - Edit for patterns of grammatical errors in students' own writing. (Created By Department - English for Second Language Learners (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>At the end of the course (week 11), students reviewed the introductions that they wrote in week 1 and were asked to revise them, applying the knowledge that they had gained during the course.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>70% of the students would make demonstrable revisions to their introductions. | 10/01/2015 - 100% of the students who completed this task were able to edit many, though not always all, of their errors.<br><br>Here is an example:<br><br>The initial introduction:<br><br>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.<br><br>The student's revision of the introduction at the end of the course:<br><br>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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | 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.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| | | 10/13/2014 - Not all of the students made demonstrable revisions to their introductions. I would say 80% of them did.  I have included six examples.  Editing their own work is very difficult for students.  They can edit simple errors if they have been marked as errors for them. For example, if it is a matter of capitalization, as in Student 1's case, students can correct that error. However, some have difficulty editing the same error when it occurs later in the text but has not been marked for them.  What seems like simple errors, such as subject/verb agreement, noun plurals, and use of the past tense when referring to past events, is not simple for students who have been making the same errors unconsciously for many years.  This requires great effort, which many such students are not willing to invest. On the other hand, students like Student 2 clearly devoted a lot of energy and time into revising their work.  It is possible that this student enlisted help from others, but I think that this is something students will need to do when there is no course or instructor to help them. The use of articles is one of the last grammatical features fully acquired by learners.  Student 6, who is an advanced learner, demonstrates that she has made significant progress in learning to use them. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | **Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 08/13/2013 - 83% of the students made demonstrable revisions to their introductions.<br><br>What is most gratifying to an instructor is when a student is able to excel in the editing process. Here is an example.<br><br>Comparing the original and the revised work of one student, we can see that this student did much more than edit for patterns of grammatical errors.  His editing was more global in nature and showed growth in his ability to use complex sentences to express these ideas.  For example, comparing the first two sentences in the original to the first sentence in the revision, we can see that in one sentence, the revision includes the citation information as well as the main idea of the article. This student also acquired a better sense of the structure of a sentence. Whereas in the original, he had a number of sentences like these:<br>• She discovers changes in once ordinary healthy bees to begin to change red in color, the honey turn the color of red Robitussin.<br>• Mr. Selig a hobbyist bee keeper reported that the nectar which was red, had a metallic corn syrup taste, found it interesting that these bees now have a red glow in the dark.<br><br>there was just one comma splice error in his revised paragraph. Notably, we can see improvement in his verb forms.  Whereas in the original, we see some errors in verb form:<br>• Studies were done and it was confirmed that the bees had indulge in the red corn syrup #40.<br>• The Red Bee mystery is well known that the bees travel to Dell's Maraschino Cherries Company the source causing the change in the Bees. | |

| | | we see none in the revision.  Finally, we can see that his paragraphing has improved.  Instead of six paragraphs, the revision has been integrated into one paragraph.<br>Original<br>The Mystery of the Red Bees of Red Hook written by Susan Dominus is found in the New York Times, dated November 29, 2010.<br>Cerice Mayo is beekeeper for the Non profit Added Value who is careful in raising seven beehives with all natural ingredients, despite providing the bees with the best plants to produce natural pollen.<br>She discovers changes in once ordinary healthy bees to begin to change red in color, the honey turn the color of red Robitussin.  The taste of what once was natural color and taste begins to transform.<br>Mr. Selig a hobbyist   bee keeper reported that the nectar which was red, had a metallic corn syrup taste, found it interesting that these bees now have a red glow in the dark.  The bee keeper found it hard to believe that the bees were traveling away to a artificial plant and choosing the red dye 40 over natural food they had been provided with the majority of their development.  Studies were done and it was confirmed that the bees had indulge in the red corn syrup #40.<br>The Red Bee mystery is well known that the bees travel to Dell's Maraschino Cherries Company the source causing the change in the Bees.<br>Revision<br>The article, "The Mystery of the Red Bees of Red Hook", written by Susan Dominus, published by the New York Times dated November 29, 2010, revolves around a bee keeper whose bees mysteriously turned red. This bee keeper is Cerice Mayo, who is a beekeeper for the nonprofit Added Value, she used great caution in raising seven beehives with all natural ingredients, and provided the bees with the best plants to produce natural | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | pollen. According to the article, after she discovered the sudden change of the bee's color, a fellow beekeeper sent samples of the red substance the bees were producing to an apiculturalist, who then determined that the substance was red dye forty. Based on these results, it was determined that the bees had been flying to Dell's Maraschino Cherries Company, whose cherries were the source of the red corn syrup forty, to indulge in the sweet substance, leading to their red color.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | 10/03/2012 - This is an example of a student?s self-assessment:<br>"I believe that my writing has improve by taking this course. I started out having a lot of basic error in my writing such as subject/verb agreement, noun plurals, etc... Based on all the writing assignment I had done I believe that this course did indeed help improve my grammar. The three major types of errors I had been making this quarter are subject/verb agreement, noun purals, and spelling error. I believe that all three of this errors had decreased over time. Even though these error had decreased it still show in my writing but hopefully I can fix it in the future. I think I have the ability to edit my own work after this course is over. I think that noun purals and spelling error will be easy for me to edit and subject/verb agreement will be difficult for me."<br>This example shows that self-editing is a long-term process.  After 12 weeks of course work, this student?s self-assessment shows evidence that the frequency of noun plural errors has decreased although this type of error remains. There is one spelling error, purals, and as the student noted, subject/verb agreement will continue to be difficult | 10/03/2012 - I would recommend replacing SLO #2 with this one:<br><br>Students will acquire a heightened awareness of grammar in their writing and gain confidence in being able to continue to improve after the completion of the course.<br><br>_____ |

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

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | and pay more attention when I am writing because I still make some basic mistakes such as subject/verb agreement. I think it is beneficial to know which are the flaws I have, so that I can pay more attention to those errors when I write. When you know what are your flaws and errors, those errors are easier to correct. On the other hand, the most difficult errors to correct will be regarding adverbial and adjective phrases. I think I have to study more the rules of each one, and practice more too.<br><br>I would recommend replacing SLO #2 with this one:<br><br>Students will acquire a heightened awareness of grammar in their writing and gain confidence in being able to continue to improve after the completion of the course.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | |
| | | 10/14/2011 - 56% of the students made demonstrable revisions to their introductions.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2010-2011<br>**Resource Request:**<br>Funding to support accessibility requirements. | 10/14/2011 - These results show how difficult it is for students to make revisions to their own writing without explicit guidance from an instructor. Perhaps more practice having students do so with less explicit guidance may help students learn how to do so. |
| Department - English for Second Language Learners (ESLL) - ESLL 249 - ADVANCED READING - SLO 1 - Summarizing - Summarize arguments in an expository text. (Created By Department - English for | **Assessment Method:**<br>Written summary of an expository text.<br>**Assessment Method Type:**<br>Essay/Journal | 07/06/2016 - Instructors agree that summarizing reveals much about student comprehension of text both in terms of the ability to identify main ideas and distinguish them from supporting detail and the ability to identify the relationships between and | 07/06/2016 - Communicate with ESLL 237 and 25 instructors regarding how to teach coherence structures. Revise ESLL 25 and 237 outlines to add more explicit |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Second Language Learners (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | | among ideas.<br><br>With regard to expressing main ideas in a summary, students at times eliminated points that they found too difficult to paraphrase or that they didn't view as important enough to include, even when such main points served as a major focal point of a reading.  Instructors noted that outlining readings for major and minor points helped provide a graphic representation that assisted students in seeing the importance of main ideas and recognizing the overall structure of a piece. Explicit instruction in organizational patterns and the "logic" of a piece seemed to make a difference in success rates.<br><br>Instructors noted ongoing problems with students' lack of ability to accurately express relationships between and among ideas in a text (coherence). Too often, student resorted to inappropriate use of transition words to show complex relationships between sections of a text, e.g., using "therefore" to show that an author is presenting a solution or using "in addition" to signal an example. Instructors expressed concerns about being unable to determine if such errors occur because students can't properly identify relationships or if they don't possess the linguistic knowledge to do so accurately.  Painstaking instruction in this area led to satisfactory levels of success, but it took away from time spent reading more complex materials.  Instructors suggested the need for more explicit instruction in coherence structures (not just coordination and transition structures) in ESLL composition courses.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br><br>06/27/2014 - A major focus of the course, summarizing is an important tool in assessing | language regarding instruction in coherence. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | student comprehension of extended material. After analysis of short and multi-page texts for main idea and supporting details, most students were able to write summaries that highlighted main ideas.  However, they struggled with coherence, that is, adequately showing how ideas in a text relate to one another (cause/effect, contrast, etc.).  Too often, students wrote summaries as lists of points rather than flowing arguments.  Explicit instruction remedied the situation to a point as did multiple drafting with copious instructor comments.<br><br>Given the amount of class time required to teach and assess this skill (and many others listed in the course outline), ESLL 249 would work better as a 5-unit course given the depth and breadth of the skills covered in the course.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | 07/11/2014 - Increase unit value to 5 units.<br><br>─────────────────<br><br>06/27/2014 - Analysis of coherence in multi-paragraph readings BEFORE teaching summary writing. |
| | | 10/03/2012 - Course was not offered in 2011-2012<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | |
| Department - English for Second Language Learners (ESLL) - ESLL 249 - ADVANCED READING - SLO 2 - Rhetoric - Demonstrate understanding of the rhetorical strategies employed in a multi-page text.   (Created By Department - English for Second Language Learners (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Course was not offered in 2011-2012 | 07/06/2016 - Instructors reported great challenges in helping students distinguish between the content of a piece (main ideas, supporting detail, etc.) and the rhetoric of a piece, i.e., the way in which an author constructs an argument. Students tend to want to repeat what an author says when asked questions about the rhetorical choices an author has made.  Instructors pointed out that with clearly defined questioning techniques, students were able to refocus their attention away from the type of learning with which they are comfortable, namely, the | 11/20/2016 - Revise course outline to require a summary that explains the rhetorical choices an author makes. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | memorize/repeat form of instruction.  Instructors pointed out that students gained great facility in using the metalanguage of rhetoric once they were given numerous opportunities to recognize rhetorical strategies, e.g., counter-argument/rebuttal, concession, use of anecdote vs. statistics, etc.  One instructor suggested that the course outline be revised to include at least one "summary" assignment in which students explain the rhetorical strategies an author uses. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 | |
| | | 06/27/2014 - Students were able to identify the denotation of target vocabulary but struggled with connotation even after instruction in the importance of understanding the latter.  Students possessed very limited ability to read for connotation even with multiple examples in various contexts.  In short, the inability to see what words connote relates to general deficiencies in reading.  By the end of the quarter, students reached barely adequate levels of proficiency.<br><br>Given the amount of class time required to teach and assess this skill (and many others listed in the course outline), ESLL 249 would work better as a 5-unit course given the depth and breadth of the skills covered in the course. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 | 06/28/2014 - Focus more carefully on the importance of connotation and usage. |
| | | 10/03/2012 - Course was not offered in 2011-2012 **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Department - English for Second Language Learners (ESLL) - ESLL 25 - COMPOSITION & READING - SLO 1 - Reading - Analyze arguments in articles written for a general audience, such as those appearing in Newsweek or Time Magazine. (Created By Department - English for Second Language Learners (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Evaluate students' performance on a reading response assignment for one of their course readings.<br><br>**Target for Success:**<br>70% of students should receive a passing/satisfactory grade on the assignment. | 11/21/2016 - The overall pass rate for SLO 1 was 76%, based only on the one section (out of a total of three possible) that reported. Given this small data set, the target of 70% success rate was exceeded. A reading response task was used to assess this SLO, and the following explanation is from the instructor: "Students did not pass due to a combination of a preponderance of basic grammar errors and a lack of references to the reading in the student's essay." As has been noted in previous SLO reflections for this course, it seems that grammar problems are frequently linked to less than satisfactory performance on the part of students. Perhaps new approaches to grammar instruction within the ESLL curriculum should be considered as one way to to address this issue.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 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 | 10/02/2015 - ESLL department members should meet to discuss the need for greater consitency 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. |

| | | 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 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.)<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015<br>**Resource Request:**<br>Stipends for part-time faculty to attend extra meetings to work on improving consistency across sections of given courses.<br>**Resource Request:**<br>Stipends for part-time faculty to attend extra meetings to work on improving consistency across sections of given courses.<br>**Resource Request:**<br>Stipends for part-time faculty to attend extra meetings to work on improving consistency across sections of given courses. | |
| | | 07/11/2014 - A majority of students possessed the skills to locate main ideas in the most general sense. However, they struggled to understand abstractions, that is, the deeper messages authors wish to convey. They also tended to see main ideas as separate entities within a text while failing to see how they form a cohesive whole. Students | 07/11/2014 - Assess reading skills early in the quarter and revise pre-requisite curriculum to include much explicit instruction in reading skills. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | entered the course with widely varying reading skills, possible due to problems with placement or lack of reading focus in pre-requisite courses.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 07/06/2013 - Instructors reported that a majority of students were competent at analyzing articles in a general sense but that their analysis tended toward the superficial.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**Resource Request:**<br>New full-time composition faculty | 07/06/2013 - Incorporate more critical reading skills into the course material and revise ESLL curriculum to include more explicit instruction in academic reading. |
| | | 09/21/2012 - 82% of students in participating courses passed the assessment.  (However, only 1 of 5 sections offered was taught by a full-time faculty member, and only 3 of 5 sections participated in submitting SLO data.)  Some students who had difficulty meeting this objective may have been mis-placed into the course - they lacked necessary reading/vocabulary skills for a course at this level.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**Resource Request:**<br>Hire new FT ESL Composition Instructor to help ensure compliance with curriculum processes and maintain standards. | 07/06/2013 - Hire more full-time faculty trained in reading and composition.  Require more explicit instruction in composition classes.  Redesign ESLL curriculum to include more reading courses. |
| Department - English for Second Language Learners (ESLL) - ESLL 25 - COMPOSITION & READING - SLO 2 - Essay Writing - Write unified, coherent, well-developed expository essays incorporating | **Assessment Method:**<br>Evaluate students' performance on the final take-home essay of the quarter - an expository, text-based essay.<br>**Assessment Method Type:** | 11/21/2016 - The overall pass rate for SLO 2 was 82%, based only on the one section (out of a total of three possible) that reported. Given this small data set, the target of 70% success rate was exceeded. An essay was used to assess this SLO, | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| information in the form of quotes and/or paraphrases from one or more texts. (Created By Department - English for Second Language Learners (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | Essay/Journal<br>**Target for Success:**<br>70% of students will receive a passing grade | and the following explanation is from the instructor: "Students did not pass due to a combination of a preponderance of basic grammar errors, choosing incorrect quotes/information from the reading to support the student's ideas, and incorrect quoting/paraphrasing/documentation of writer's ideas." As has been noted in other past and present SLO reflections for this course, it seems that grammar problems are frequently linked to less than satisfactory performance on the part of students. Perhaps new approaches to grammar instruction within the ESLL curriculum should be considered as one way to to address this issue. The other problems reported may be reduced if the current ESLL 25 outline is adjusted to further emphasize certain higher level skills related to integration of quotes and paraphrases from readings, such as those that are present in the ESLL 26 outline. This action could help balance out the recent curriculum restructuring which resulted in ESLL 249/ESLL 25 being the exit level for our program.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 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 | 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). |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | 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). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 | |
| | | 07/15/2014 - After explicit instruction in essay writing, a majority of students who consistently attended the course succeeded in producing | 07/15/2014 - Encourage all ESLL 25 faculty to adhere to the course outline. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | acceptable essays that synthesized original ideas with information from texts.  Failing students exhibited similar characteristics, namely, lack of preparation in prerequisite courses or incorrect placement.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 07/06/2013 - Instructors reported widely varying success rates for this SLO:  55% to 88%, the discrepancy existing most notably between full- and part-time instructors (55% reported by the FT instructor).  All instructors noted that failing students and those with low passing grades struggled to identify relevant ideas from assigned readings and effectively incorporate them into their essays via quotes and paraphrases and to comment on them appropriately.<br><br>Certain instructors submitted confusingly written essays prompts for this assessment, rendering interpretation of the results difficult to construct. The process of SLO assessment has become less about the SLO's themselves and more about the quality of the instruction through which the outcomes are achieved.  If the SLO process is to yield meaningful outcomes and consistent standards, we must commit to processes and policies leading to such ends.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**Resource Request:**<br>New full-time faculty, stipends for part-time instructors to attend workshops<br>**Resource Request:**<br>New full-time faculty, stipends for part-time instructors to attend workshops | 07/07/2013 - Hire more full-time composition/reading specialists. Ask Dean to pay closer attention to policies and practices to ensure standards. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | 09/21/2012 - 86% of students in participating courses met this objective.  (However, only 1 of 5 sections was taught by a full-time faculty member, and only 3 sections submitted SLO data.)  Although this is a somewhat high "success" rate, it also reflects a smaller overall number of students (compared to SLO1) due to drops and withdrawals of underperforming students over the course of the quarter.  Students who struggled with this task often showed persistent trouble with quotes and paraphrases; perhaps beginning this skill in Essay #1 would provide additional exposure to and practice of quoting and paraphrasing.  **Result:**  Target Met  **Year This Assessment Occurred:**  2011-2012  **Resource Request:**  Hire new FT ESL Composition Instructor to help ensure compliance with curriculum processes and maintain standards. | |

Department - English for Second Language Learners (ESLL) - ESLL 250 - RHETORICAL GRAMMAR FOR ESLL WRITERS - SLO 1 - 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))

**Assessment Cycles:**
End of Academic Year

**Course-Level SLO Status:**
Active

Department - English for Second Language Learners (ESLL) - ESLL 250 - RHETORICAL GRAMMAR FOR ESLL WRITERS - SLO 2 - Sentence Focus - Strengthen the rhetorical

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| effectiveness of sentences by using a variety of strategies to achieve sentence focus. (Created By Department - English for Second Language Learners (ESLL))<br><br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>Active | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Research Paper<br>**Target for Success:**<br>75% pass rate | 01/10/2017 - 2 of 2 sections reported data, with a combined pass rate of 81%, with a wide range between the two sections (75-87%); nevertheless, the target success rate of 75% was met.  It should be noted that one of the two instructors teaching ESLL 26 did not use the research paper to evaluate this SLO but instead used a position paper assignment that was based on one specific reading.  In any case, students who did not succeed struggled with issues such as a lack of references to readings in their essays, knowing when it is appropriate to quote versus paraphrase, determining when to introduce sources with a signal phrase versus using parenthetical citations, an absence of scholarly sources in one's essay and a lack of skill at synthesizing sources into one's analysis.  Also reported was "a preponderance of basic grammar errors."  It appears that non-successful students were weak in their ability to work with outside sources and use MLA format.  Also, given that there is discussion in the department about the possibility of eliminating ESLL 26, it may be necessary to include more intensive instruction on the use and documentation of sources in ESLL 25 or in a new class (ESLL 126?) that will replace ESLL 26.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2016-2017<br><br>11/21/2016 - The overall pass rate for SLO 1 was 84%. This was based on the solitary section of the | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | course that was offered. Nonetheless, the target of 75% success rate was exceeded. Here is a slightly abridged version of the explanation provided by this instructor: "The greatest challenge students encountered was in synthesizing various sources to support and develop their positions on their research paper topics, with students relying on information from one source to support and develop one specific section of their papers, as opposed to effectively synthesizing data from several sources in that particular section.  For example, when analyzing the causes and effects of their research problem, students tended to present data all from one source rather than from a few sources to support their claims as to the exact causes and effects. Another challenge students faced was integrating meaningful analysis and commentary of information from research sources, and they tended to "dump" data into their papers and then move on to their next point instead of commenting on the significance of data provided.  I believe this is partly a weakness in critical thinking and partly a lack of skill at weaving research sources into one's own analysis of the topic." **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 | |
| | | 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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | 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: * 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. * 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." * 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 09/15/2014 - 7 of 7 sections reported SLO data for | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | Spring 2014.  Overall pass rate was 78% across all sections, with individual instructors reporting between 55-89% success.  Much like last year, students who failed to pass the research paper were often students who had struggled all quarter and didn't turn in a research paper, or students whose grammar and/or critical thinking skills were too weak to successfully complete the task.  Even among students who did pass, common weaknesses identified by several or all instructors included difficulties locating and using appropriate sources (doing academic research), difficulties integrating quotes and paraphrases from sources, difficulties with MLA format, and difficulties with critical reading and critical thinking skills.<br><br>Comments from instructors include:<br>* "I think students who were unable to develop and articulate coherent and thoughtful arguments were often missing critical reading and thinking skills."<br>* "Many students who were not able to pass the assignment demonstrated difficulties in sufficiently developing and supporting a well-balanced, thesis-based argument. In such cases students were unable to go beyond a one-sided, simplistic discussion of their topic. They seemed to only superficially address the key issues, often times over-relying on personal stories or wordy (often circular) discussions that lacked critical thinking and analysis."<br>* "Students who received failing scores tended to use anecdotes and individual examples as "evidence" and failed to provide the empirical evidence necessary to prove claims."<br>* "Weak critical thinking skills also seem to play a part in students' failure to recognize patterns of weak support and inability to think through a problem to viable and detailed solutions.  It seems as though many of our students have never been expected to think beyond memorization of information in their schooling and as a result are inexperienced and ill-equipped at analyzing issues | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | at the level which is expected of them in ESLL 26." | |
| | | * "I hope that a dedicated reading course such as ESLL 249 can be part of the solution to this deficit." | |
| | | * "Students would greatly benefit from more instruction in critical reading of academic texts and development of critical thinking/analysis skills." | |
| | | The instructor with the highest pass rate noted: "The success rates noted above constitute an anomaly given the fact that all of the students with one exception came to the class fully prepared in terms of academic reading and writing skills.  This illustrates the importance of establishing standards at each level of the ESL sequence." | |
| | | **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Strongly addresses Communication, Creative/Analytical Thinking, Community/Global Consciousness, and some technology/computer skills (for academic research; Computation IL-SLO). **GE/IL-SLO Reflection:** Strongly addresses Communication, Creative/Analytical Thinking, Community/Global Consciousness, and some technology/computer skills (for academic research; Computation IL-SLO). **GE/IL-SLO Reflection:** Strongly addresses Communication, Creative/Analytical Thinking, Community/Global Consciousness, and some technology/computer skills (for academic research; Computation IL-SLO). | |
| | | 08/13/2013 - With 6 of 7 sections reporting SLO results, an overall departmental success rate of 78% was recorded for this SLO in SP13. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | (Individual instructor rates ranged between 54% and 100%.)  Some students who did not successfully complete the research paper were reported to have been struggling all quarter, or were students who did not submit a paper.  One common reflection among all instructors was students' difficultly with MLA in-text citations and Works Cited lists, and difficulty integrating/synthesizing information from multiple sources.  Instructors suggested two main reasons why students struggled with MLA citations - insufficient knowledge/skill, or not understanding the importance of using these structures.  Many instructors recommended spending more time on this area, providing more opportunities for practice/feedback, and emphasizing the importance of correct MLA usage to students.  Some instructors also recommended including more critical reading strategies to help students understand material and enable them to better synthesize information.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br> **Resource Request:**<br> ESL writing center/tutors | |
| | | 09/02/2012 - The target pass rate of 75% was not met for the following reasons as outlined by instructors:<br><br>1.  Many students were generally unprepared for the course in terms of the reading skills necessary to effectively glean main ideas from sources.<br>2.  Students struggled to make connections between the ideas found in sources and their own original ideas.  Instructors attribute this problem to poor reading skills.<br>3.  Students struggled with smoothly incorporating ideas from sources in the form of quotes and paraphrases. | 09/03/2012 - Request that administration commit resources to hiring new full-time ESLL composition instructors and provide funds for establishing a new ESLL Writing Center |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | Instructors maintain that they would not make any changes to the SLOs or the way they teach, identifying two major reasons for failure to meet the target:<br><br>(1) Students do not receive adequate preparation in pre-requisite courses.<br>(2) The ESLL assessment vehicle does not effectively discriminate placement at the highest levels of ESLL, namely ESLL 25 and 26, so many students appeared to be misplaced.<br>(3) Foothill College lacks an ESLL Writing Center.<br><br><br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**Resource Request:**<br>Funds for human-read assessment essays. ESLL Writing Center.  New ESLL composition positions.<br>**GE/IL-SLO Reflection:**<br>The SLO relates directly to the outcome in the ESLL 26 course outline and the Communication and Critical Thinking Rubrics.  Until the administration commits resources to hiring new full-time ESLL composition instructors, providing funds for establishing a new ESLL Writing Center, the ESLL Department does not anticipate improvement in success rates. | |
| Department - English for Second Language Learners (ESLL) - ESLL 26 - ADVANCED COMPOSITION & READING - SLO 2 - Essay Writing - Write an argumentative essay of at least 1,000 words articulating and developing a position on an issue discussed in one or more texts. (Created By | **Assessment Method:**<br>Students will write an essay for which they will be assessed on how well they demonstrate the ability to articulate a position by using the rhetorical techniques relevant to argumentation after explicit | 01/11/2017 - Both instructors used the same assessment measure (the final research paper) to assess this SLO. The combined pass rate was 85.5%, with a narrow range between the two sections (85% and 86%). It was reported that students who failed did so due to a "combination | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Department - English for Second Language Learners (ESLL))<br><br>**Course-Level SLO Status:**<br>Active | instruction of such techniques.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>75% success rate | of a preponderance of basic grammar errors, choosing incorrect quotes or information from the reading to support the student's ideas, and incorrect quoting, paraphrasing and documentation of the writer's ideas." Other reasons for failure were an inability to logically organize the large amount of information in order for the student to clearly articulate his/her argument. Weak analytical ability and lack of critical thinking in considering one's position also accounted for failure. I believe some of these issues are being addressed in ESLL 249, but students who place into ESLL 26 are unable to benefit from instruction in ESLL 249.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2016-2017 | |
| | | 11/21/2016 - 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 for SLO 2 remained 84%, based on the solitary section of the course that was offered for the given term. Again, the target of 75% success rate was clearly met. The instructor offered the following comments regarding students' performance pertaining to this SLO: "With regard to developing their arguments, students seemed to do a better job with this in their first and second 1,000 word essays than they did in their 2,000-2,500 word research paper.  While the research paper assignment required them to argue for their proposed solution...they seemed to relegate such argument to one mere paragraph." * "Another problem area students had in developing their positions on their topics was with counter-arguments.  Their counter-arguments seemed to take one of two forms:  either they raised objections that were too easily refuted, or they raised valid objections but then failed to provide sufficient refutation.  I think in the former case, part | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | of the problem was the result of being unable to think of viable objections to their positions and results from being too writer-based and failing to consider the reader and audience and what objections they may have.  In the latter case, in which students did raise reasonable objections but failed to sufficiently refute them, I think this is more a problem of developing their line of reasoning, thinking critically, and finding relevant evidence to successfully refute an objection."<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 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 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: * 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 | |

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| | | 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. * 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 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| | | 09/15/2014 - 7 of 7 sections reported SLO data for Spring 2014.  Overall pass rate was 78% across all sections, with individual instructors reporting between 55-89% success.  Much like last year, students who failed to pass the research paper were often students who had struggled all quarter and didn't turn in a research paper, or students whose grammar and/or critical thinking skills were too weak to successfully complete the task.  Even among students who did pass, common | |

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|---|---|---|---|
| | | weaknesses identified by several or all instructors included difficulties locating and using appropriate sources (doing academic research), difficulties integrating quotes and paraphrases from sources, difficulties with MLA format, and difficulties with critical reading and critical thinking skills.<br><br>Comments from instructors include:<br>* "I think students who were unable to develop and articulate coherent and thoughtful arguments were often missing critical reading and thinking skills."<br>* "Many students who were not able to pass the assignment demonstrated difficulties in sufficiently developing and supporting a well-balanced, thesis-based argument. In such cases students were unable to go beyond a one-sided, simplistic discussion of their topic. They seemed to only superficially address the key issues, often times over-relying on personal stories or wordy (often circular) discussions that lacked critical thinking and analysis."<br>* "Students who received failing scores tended to use anecdotes and individual examples as "evidence" and failed to provide the empirical evidence necessary to prove claims."<br>* "Weak critical thinking skills also seem to play a part in students' failure to recognize patterns of weak support and inability to think through a problem to viable and detailed solutions.  It seems as though many of our students have never been expected to think beyond memorization of information in their schooling and as a result are inexperienced and ill-equipped at analyzing issues at the level which is expected of them in ESLL 26."<br>* "I hope that a dedicated reading course such as ESLL 249 can be part of the solution to this deficit."<br>* "Students would greatly benefit from more instruction in critical reading of academic texts and development of critical thinking/analysis skills."<br><br>The instructor with the highest pass rate noted: | |

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|---|---|---|---|
| | | "The success rates noted above constitute an anomaly given the fact that all of the students with one exception came to the class fully prepared in terms of academic reading and writing skills.  This illustrates the importance of establishing standards at each level of the ESL sequence."<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 08/13/2013 - With 6 of 7 sections reporting SLO results, an overall departmental success rate of 78% was recorded for this SLO in SP13. (Individual instructor rates ranged between 54% and 100%.)  Some students who did not successfully complete the research paper were reported to have been struggling all quarter, or were students who did not submit a paper.  One common reflection among all instructors was students' difficultly with MLA in-text citations and Works Cited lists, and difficulty integrating/synthesizing information from multiple sources.  Instructors suggested two main reasons why students struggled with MLA citations - insufficient knowledge/skill, or not understanding the importance of using these structures.  Many instructors recommended spending more time on this area, providing more opportunities for practice/feedback, and emphasizing the importance of correct MLA usage to students. Some instructors also recommended including more critical reading strategies to help students understand material and enable them to better synthesize information.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br> **Resource Request:**<br> ESL writing center/tutors | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | 09/02/2012 - The target pass rate of 75% was not met for the following reasons as outlined by instructors:<br><br>1.  Many students were generally unprepared for the course in terms of the reading skills necessary to comprehend the complexities of persuasive reading, including basic academic rhetoric, content, and vocabulary, even after extensive instruction.<br>2.  Students struggled to make connections between the ideas found in sources and their own original ideas.  Instructors attribute this problem to poor reading skills.<br>3.  Students struggled with smoothly incorporating ideas from sources in the form of quotes and paraphrases.<br><br>Instructors maintain that they would not make any changes to the SLOs or the way they teach, identifying two major reasons for failure to meet the target:<br><br>(1) Students do not receive adequate preparation in pre-requisite courses.<br>(2) The ESLL assessment vehicle does not effectively discriminate placement at the highest levels of ESLL, namely ESLL 25 and 26, so many students appeared to be misplaced.<br>(3)  Foothill lacks an ESLL Writing Center.<br><br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**Resource Request:**<br>Funds for human-read placement essays.<br>ESLL Writing Center.<br>**GE/IL-SLO Reflection:**<br>The SLO relates directly to the outcome in the ESLL 26 course outline and the | 09/03/2012 - Request that administration commit resources to hiring new full-time ESLL composition instructors and provide funds for establishing a new ESLL Writing Center |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | Communication and Critical Thinking Rubrics. Until the administration commits resources to hiring new full-time ESLL composition instructors, providing funds for establishing a new ESLL Writing Center, the ESLL Department does not anticipate improvement in success rates. | |
| | **Assessment Method:** Students will write a research essay for which they will (1) select sources to use for a variety of rhetorical purposes (introductory information, support, counter-argument, etc.; (2) evaluate sources for quality and relevance; (3) accurately synthesize information from sources with original ideas; and (3) document sources according to conventional MLA format. **Assessment Method Type:** Research Paper **Target for Success:** 75% pass rate | | |