Assessment: Course Four Column

Department - Non-Credit: English as a Second Language (NCEL)

NCEL 400:BRIDGE TO COLLEGE

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1: Identify and use information - Identify and use information in a syllabus/greensheet including required materials, course requirements, and assignments/grading. **Course-Level SLO Status:** Active **Assessment Cycles:** End of Academic Year **Start Date:** 12/09/2014	SLO Assessment Results	**Year This Assessment Occurred:** 2020-2021 **Result:** Target Met Students reviewed several syllabi from different departments and classes and had to identify the required materials, course requirements, and what they needed to do to pass the class. They were also asked what they needed to do to earn a grade of 'A' in the class. For the 'quiz,' students were given a syllabus from ESLL 236 Advanced Grammar and asked to identify the required materials, course requirements, and what they needed to do to pass the class. 23 students participated in the activity and all 23 passed with a 70% or higher. Giving the students experience with a variety of syllabi helped to prepare them for scanning for the important information. This SLO seems appropriate for the class. (07/08/2021) **Year This Assessment Occurred:** 2018-2019 **Result:** Target Met • Assessment – Student ability to perform the skill(s) described in the SLOs was assessed via multiple assessment modalities. The modalities include teacher observation of student in-class use of the skills, discussion of the SLOs and their meaning and relevance, and student self-assessment of ability. The connection between the SLOs, in-class activities and class materials/work was highlighted by the instructor and discussed with the	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
	SLO Assessment Results	students. Student perceptions of their abilities/skills were incorporated into the assessment process via self-assessment forms and class discussion. • # of student that participated – 8 • # of students that passed - 8 • Reflection: What could you have done better in teaching or in testing the SLO? I can continue to develop a SLO assessment processes and materials which are clear and easy to understand and at the same time give thorough support and guidance for the students in performing the SLOs. • What helped or hindered your students' success rates? The students' success rate was 100% for students who participated in the process. It is my feeling that he reason for this is that the SLOs are well-suitable to the students' level of ability and to the course material. • Does the SLO seem appropriate, clear, and/or valuable? The SLO seems appropriate to the level and well-worded. The "value" of the SLOs could be measured alongside their relevance to a pathway, once a descriptor of pathways and component is developed. • What improvements could be made to the SLO? The Course Outlines of Records should be updated with the current SLOs (if they have not been already). (08/26/2019)	
	Exam - Course Test/Quiz - Ss will be assessed with a test designed for this SLO. **Target for Success:** 70% of the Ss will receive 70% or better on the test.		
SLO 2: Locate and register for classes - Locate and register for classes using the Foothill College website. **Course-Level SLO Status:** Active **Assessment Cycles:** End of Academic Year **Start Date:** 12/09/2014	**SLO Assessment Results**	**Year This Assessment Occurred:** 2020-2021 **Result:** Target Met For the last few weeks of the summer quarter, students have spent a great deal of time in class and independently exploring the course catalog along with the fall class schedule. In the last week of our class, we talked at great length about how to use MyPortal to register for classes in the fall, and a counselor came to speak to students about registration and completing their Ed Plans. We also	

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SLO Assessment Results

discussed how to view the students' current class schedule to verify that they had successfully enrolled in the class or classes using the MyPortal student registration app.

Today, 8/5/21, students presented on their academic plans for the fall quarter and (self-)reported on the classes they successfully registered for or had plans to register for. All 19 students in attendance participated, and 18 of those students, reported successful registration for at least one class in the fall. One student mentioned being pregnant and that her expected due date prevented her from attending classes in the fall quarter. So, 94% of students met this target.

Registering for classes independently is something that non-credit ESL students often struggle with, so this SLO seems highly appropriate for training students to be independent autonomous students and eliminating barriers to education. (08/05/2021)

Year This Assessment Occurred: 2018-2019
Result: Target Met
•   Assessment – Student ability to perform the skill (s) described in the SLOs was assessed via multiple assessment modalities. The modalities include teacher observation of student in-class use of the skills, discussion of the SLOs and their meaning and relevance, and student self-assessment of ability. The connection between the SLOs, in-class activities and class materials/work was highlighted by the instructor and discussed with the students. Student perceptions of their abilities/skills were incorporated into the assessment process via self-assessment forms and class discussion.

•   # of student that participated – 8
•   # of students that passed - 8
•   Reflection: What could you have done better in teaching or in testing the SLO? I can continue to develop a SLO assessment processes and materials which are clear and easy to understand and at the same time give thorough support and guidance for the students in performing the SLOs.

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
	SLO Assessment Results	• What helped or hindered your students' success rates? The students' success rate was 100% for students who participated in the process. It is my feeling that he reason for this is that the SLOs are well-suitable to the students' level of ability and to the course material. • Does the SLO seem appropriate, clear, and/or valuable? The SLO seems appropriate to the level and well-worded. The "value" of the SLOs could be measured alongside their relevance to a pathway, once a descriptor of pathways and component is developed. • What improvements could be made to the SLO? The Course Outlines of Records should be updated with the current SLOs (if they have not been already). (08/26/2019)	
	Exam - Course Test/Quiz - Ss will be assessed in front of a computer. They will have to demonstrate that they can navigate around the Foothill College website in order to register online for classes. **Target for Success:** 70% of the Ss will be able to successfully register for their classes without outside help.		
SLO 3: Ask for information and clarification - Ask for information and clarification and participate in group discussions. **Course-Level SLO Status:** Active **Assessment Cycles:** End of Academic Year **Start Date:** 12/09/2014	**SLO Assessment Results**	**Year This Assessment Occurred:** 2020-2021 **Result:** Target Met Because this SLO was assessed at several different points during the course, it is difficult to report specific numbers here. I can say without doubt that 70% of students demonstrated meeting this SLO. There were daily group discussions in this class and all students demonstrated an ability to ask for information and clarification. We also had several guest speakers from various departments on campus (financial aid, counseling, tutoring, communication studies, child development, computer science, dental hygiene, etc.) and students asked excellent questions for clarification as well as more information on specific details of the guest speakers' presentations. (08/05/2021) **Year This Assessment Occurred:** 2018-2019 **Result:** Target Met • Assessment – Student ability to perform the skill	

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	SLO Assessment Results	(s) described in the SLOs was assessed via multiple assessment modalities. The modalities include teacher observation of student in-class use of the skills, discussion of the SLOs and their meaning and relevance, and student self-assessment of ability. The connection between the SLOs, in-class activities and class materials/work was highlighted by the instructor and discussed with the students. Student perceptions of their abilities/skills were incorporated into the assessment process via self-assessment forms and class discussion. • # of student that participated – 8 • # of students that passed - 8 • Reflection: What could you have done better in teaching or in testing the SLO? I can continue to develop a SLO assessment processes and materials which are clear and easy to understand and at the same time give thorough support and guidance for the students in performing the SLOs. • What helped or hindered your students' success rates? The students' success rate was 100% for students who participated in the process. It is my feeling that he reason for this is that the SLOs are well-suitable to the students' level of ability and to the course material. • Does the SLO seem appropriate, clear, and/or valuable? The SLO seems appropriate to the level and well-worded. The "value" of the SLOs could be measured alongside their relevance to a pathway, once a descriptor of pathways and component is developed. • What improvements could be made to the SLO? The Course Outlines of Records should be updated with the current SLOs (if they have not been already). (08/26/2019)	
	Observation/Critique - Ss will be assessed by being observed in small group discussions. These should be task-based discussions, i.e. how to see a counselor, how to apply for financial aid, how to take the placement test, etc. Ss should be able to ask the correct questions to		

| | receive the appropriate information, and they should also be able to ask follow-up questions as well. **Target for Success:** 70% of the Ss should be able to ask appropriate questions to find out information and ask follow-up questions as well. | | |

NCEL 401:ESL FOR CHILD CARE PROVIDERS

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1: Listening and note-taking skills - Listen to a short oral presentation on child development and take notes on the most important information **Course-Level SLO Status:** Active **Assessment Cycles:** End of Academic Year **Start Date:** 11/07/2015	**Exam - Course Test/Quiz -** Students will listen to and take notes on a short lecture on child development. The notes that the students take will be assessed for accuracy and clarity. **Target for Success:** 70% of the class will receive a passing score of 70% on the test		
SLO 2: Oral presentation - Prepare and deliver an oral presentation on a child development topic **Course-Level SLO Status:** Active **Assessment Cycles:** End of Academic Year **Start Date:** 11/07/2015	**Presentation/Performance -** Students will be assessed based on their knowledge of child development and on their ability to convey that information orally to their fellow students. **Target for Success:** 70% of the students will receive a passing grade of 70%		

NCEL 401A:ESL FOR CHILD DEVELOPMENT & PARENTING I

Course-Level SLOs	*Assessment Methods*	*Assessment Findings/Reflections*	*Action Plans*
SLO 1: Listening and note-taking skills - Listen to a short oral presentation on child development and take notes on the most important information **Course-Level SLO Status:** Active **Assessment Cycles:** End of Academic Year **Start Date:** 11/07/2015	**Exam - Course Test/Quiz -** Students will listen to and take notes on a short lecture on child development. The notes that the students take will be assessed for accuracy and clarity. **Target for Success:** 70% of the class will receive a passing score of 70% on the test		
SLO 2: Oral presentation - Prepare and deliver an oral presentation on a child development topic **Course-Level SLO Status:** Active **Assessment Cycles:** End of Academic Year **Start Date:** 11/07/2015	**Presentation/Performance -** Students will be assessed based on their knowledge of child development and on their ability to convey that information orally to their fellow students. **Target for Success:** 70% of the students will receive a passing grade of 70%		

NCEL 401B:ESL FOR CHILD DEVELOPMENT & PARENTING II

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
Communicating about health and safety - Ask and answer questions about the health and safety of children in short written dialogues and/or spoken conversations **Course-Level SLO Status:** Active			
Reporting about accidents, illnesses, and injuries - Use correct grammar to leave phone messages or written messages reporting incidents, illnesses, and injuries. **Course-Level SLO Status:** Active			

NCEL 401C:ESL FOR CHILD DEVELOPMENT & PARENTING III

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
Listening and Speaking - Ask and answer questions about young children at different stages of development.			
Reading - Identify the main idea and supporting details in short readings about children at different stages of development.			
Note-taking - Listen to a short oral presentation on child development and take notes on the most important information			
Presenting - Prepare and deliver an oral presentation on a child development topic			

NCEL 402:VOCATIONAL ESL FOR ALLIED HEALTH: GERIATRIC HOME AIDE

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1: Communication skills - Demonstrate communication skills appropriate to clients, their families, and the health worker's colleagues. **Course-Level SLO Status:** Active **Assessment Cycles:** End of Academic Year **Start Date:** 11/07/2015	**Observation/Critique -** Students will be assessed in a series of role-plays, where they will demonstrate their ability to appropriately speak with clients, the families of clients, and with their own health care colleagues. **Target for Success:** 70% of the students will receive a passing grade of 70% on the role-play presentations.		
SLO 2: Demonstrate basic nursing needs of geriatric patients - Demonstrate the basic nursing needs of geriatric patients and demonstrate appropriate techniques to meet those needs, including maintenance of a safe home environment, emergency management techniques, and techniques for safe food handling, preparation, and cooking. **Course-Level SLO Status:** Active **Assessment Cycles:** End of Academic Year **Start Date:** 11/07/2015	**Exam - Course Test/Quiz -** Students will take a written exam which tests the students' knowledge of a safe home environment, emergency management techniques, and techniques for safe food handling, preparation, and cooking for the geriatric client. **Target for Success:** 70 % of the students will receive a passing grade of 70% on the exam		

NCEL 403A:TRANSITIONING TO COLLEGE ESL FOR WORKING ADULTS PART I

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
1 - Time Management - Upon successful completion of the course, the student will be able to analyze their time management skills and create an individual study schedule. **Course-Level SLO Status:** Active			
2 - Obstacles - Upon successful completion of the course, the student will be able to identify external and internal obstacles to studying and develop a plan to overcome these obstacles. **Course-Level SLO Status:** Active			
3 - Resources - Upon successful completion of the course, the student will be able to utilize campus materials such as the Schedule of Classes and College Catalog to identify and register for appropriate classes. **Course-Level SLO Status:** Active			
4 - Resources - Upon successful completion of the course, the student will be able to identify and describe services such as financial aid, academic counseling, learning centers for support services. **Course-Level SLO Status:** Active			

NCEL 403B:TRANSITIONING TO COLLEGE ESL FOR WORKING ADULTS PART II

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
1 - Strategies - Upon successful completion of the course, the student will be able to identify and apply different reading strategies to increase speed and comprehension. **Course-Level SLO Status:** Active			
2 - Critical Thinking - Upon successful completion of the course, the student will be able to define and practice critical thinking skills **Course-Level SLO Status:** Active			
3 - Dictionary - Upon successful completion of the course, the student will be able to use a dictionary. **Course-Level SLO Status:** Active			
4 - De-coding - Upon successful completion of the course, the student will be able to differentiate between part of a word to "de-code" new vocabulary. **Course-Level SLO Status:** Active			
5 - Writing - Upon successful completion of the course, the student will be able to identify and practice writing different types of papers. **Course-Level SLO Status:** Active			

NCEL 405:Introduction to Computer & Internet Language for ESL

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
Grammar & Vocabulary - Use appropriate English grammar and vocabulary to describe computer components, accessories, and functions.			
Comprehension - Demonstrate understanding of tech/computer terms in directions (oral and written).			
Writing - Produce a short piece of writing (e.g. an email, blog or post to an online forum) using appropriate language for target Internet audience.			
Internet search - Perform a basic Internet search to find resources for English learners. **Assessment Cycles:** End of Quarter			

NCEL 410:LOW-BEGINNING ENGLISH AS A SECOND LANGUAGE

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
Verb Tense - Apply simple present and present progressive grammar to write basic sentences about daily life and daily activities.			
Vocabulary - Apply new vocabulary to ask and answer questions about everyday routines and schedules, as well as illnesses and symptoms.			

NCEL 411:ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE I

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO - 1 - Produce simple sentences using appropriate forms of the simple present and present progressive. **Course-Level SLO Status:** Active **Start Date:** 12/20/2012	**SLO Assessment Results**	**Year This Assessment Occurred:** 2017-2018 **Result:** Target Met AM Section: SLO 1: Produce simple sentences using appropriate forms of the simple present and present progressive. • Assessment – These SLOs were tested for in a two-part final exam in the last week of the fall quarter. The final exam consisted of multiple choice, fill-in-the-blanks, and short answers (in the form of written/typed sentences). • # of student that participated – 17-18 • # of students that passed – 14 (79% of students scored 70%, or higher) • Reflection: I noticed that students performed slightly better on the second exam than on the first one on some of the questions. This was not surprising (in fact, it was why I gave them 2), but it did show me that students require a bit of training on how to take a test and what to expect. This result also indicates that some questions were more familiar to students, probably because they hear the language more often; whereas other questions, like: "Write a sentence about something you never do.", were a little more difficult to understand and therefore students had more difficulty writing statements to answer the test question. PM Section: SLO 1: Produce simple sentences using appropriate forms of the simple present and present progressive. • Assessment – On the first class meeting during finals week (Tuesday, December 12), students were given a paper-based form via which both SLOs were assessed. • The forms asked them to self-assess whether they can do the skills described via a checklist with "I can…" statements. In addition, a series of prompts to write various sentence types were on the form. After students had written the sentences the teacher checked all the correct sentences. The students and teacher added up the points together and determined the percentage. The students and teachers discussed the assessment and the	

	SLO Assessment Results	process afterwards. From the discussion it was determined what areas were most appropriate for review. Review of these topics was done during the remainder of the class meeting and into the class meeting of the second class meeting of the week. • # of student that participated – 8 • # of students that passed - 8 • Reflection: A course reader could be developed which gave further practice, instruction, explanation, etc. related specifically to the SLOs and the meta-language of the SLOs. The SLOs could also be assess through the quarter via "mini-assessments", the scores of which could be added together. • According to student, their success in developing the ability described in the SLOs is due to the extensive in-class practice they had with the (simple present and present progressive) forms. • At the current time, the SLOs seem to be well-suited to the course. (12/30/2017)	
		Year This Assessment Occurred: 2016-2017 **Result:** Target Met Finding: SLO1 The first test focuses on affirmative statements and answering questions – statements --8 out of 11 students were able to score 70 % or higher. (04/28/2017)	
	Exam - Course Test/Quiz - Ss write simple sentences using appropriate forms of the simple present and present progressive. **Target for Success:** 70% of the students should receive a score of 70% or more correct in order for target to be met.	**Year This Assessment Occurred:** 2015-2016 **Result:** Target Not Met There were 2 classes offered. For the evening section: 2 of 2 passed and met the target. For the morning section: 8 of 14 passed with 70% or better = 57% When combined: 10 of 16 passed = 63% and did not meet the target. For the morning: The students were assessed on the final exam. The student were asked to make statements about things they do every day and about things they are doing at the moment. For the evening: No information on how the student were	**Action Plan:** The SLOs both seem appropriate to the course. The issue may be on having two grammar SLOs for the class. For NCEL 411, both SLOs are grammar based and for NCEL 412, neither are grammar based. It seems more reasonable for each course to have 1 grammar SLO and 1 reading/writing/listening/speaking SLO. (01/27/2017)

assessed was given.

Reflection from the morning class:
The students did worse on SLO 1 than SLO 2 and it may have been because they were not given a base to work with. They were asked to produce the statements without an example or any scaffolding. Perhaps I should have given them a subject and a verb to work with and from which they could build the sentence. I may have made the SLO test too difficult. However, had I made the SLO questions easy enough for the lowest level in the class, they would have been far too easy for the highest level. I tried to place the questions at the middle, but I may have still made them too hard based on the low pass rate.

The class is fairly typical of a noncredit class in that there are about 3 different levels in the class and this discrepancy makes testing the SLOs more challenging. The students at the lower level often have limited education in their own country and lack study skills. In this class, these were also the students that worked a lot and did not have much time to do homework outside of class, so they are really only writing in English in class. This limited exposure makes progress slow. There were also some students in the class that were well educated in their own country, and they were usually able to attend regularly and do the homework consistently. Those students met the SLOs. In the NCEL classes, I believe that meeting the SLOs depends quite a bit on the type of class that the teacher starts with. If the class is mainly well-educated housewives, as was the case for my advanced students, the SLOs are more easily met. It is also hard to test so few students and get a very accurate number.

Reflection from the evening:
From experience, students at the very beginning NC level need a lot of extra motivation. Ideally 3 levels would be best to meet all the students' needs or an in-class mentor. I have experienced teaching multiple levels with an in-class mentor and found it very effective for the students and the teacher.

SLOs:
The students who didn't consistently attend probably won't have pass the post test, so maybe the SLOs are too difficult for them. One student who did not get registered, but was very motivated would not have pass the post test.
Conclusion:It's very difficult to give an evaluation on the SLOs when the NCEL 411 attendance at LAHS was very sporadic.
(01/27/2017)

Year This Assessment Occurred: 2014-2015
Result: Target Not Met
There were two classes. The instructors tested the SLOs together, so the results are for both SLOs. This was a fault of incomplete instructions given to the teachers. In one class, the target was met, and in the other class, it was not. When added together, the target was not met. The main reason for these results is a lack of regular attendance. Only 2 students out of 22 come the closest to the full number of hours this quarter. Another factor is that most of the students in this group are not "college ready". Only 8 out of 22 of these students correspond to the minimum level of education and comprehension of academics needed for college level classes including these non-credit classes. Most of them do not have the goal of moving on to credit classes.

Quite a few on the list stopped coming altogether or changed groups very early on. Three women in this group could absolutely NOT speak English at all! Perhaps we need to rethink how and above all where we recruit our students and what their goal is in order to target better suited students. (12/29/2014)

SLO 2 - Ask and answer questions using the simple present and present progressive.
Course-Level SLO Status: Active
Start Date: 12/20/2012

SLO Assessment Results

Year This Assessment Occurred: 2017-2018
Result: Target Not Met
AM Section:
SLO 2: Ask and answer questions using the simple present and present progressive.
•   Assessment – These SLOs were tested for in a two-part final exam in the last week of the fall quarter. The final exam consisted of multiple choice, fill-in-the-blanks,

| | **SLO Assessment Results** | and short answers (in the form of written/typed sentences). | |

and short answers (in the form of written/typed sentences).
- # of student that participated – 17-18
- # of students that passed - 12 (roughly 65% got 70% or better)
- Reflection: Students seemed super confused about Questions about subjects and objects, so I know that was one thing that hindered their success. Whether students were successful or not in this area also seemed to rely a great deal on the language used to elicit the response. For questions like, "what is Amy doing right now?", students did very well in generating an appropriate response. But for other questions, such as: "When does the winter quarter begin?" students really struggled. The assessments performed for this course this quarter showed me that students really need to be trained in how to take tests because on the first assessment for this SLO only 50% of the students passed, but on the second assessment (in the same week) the number of students to pass the SLO increased to 80%. The number reported in this SLO report was an average of the two assessments.

PM Section:
SLO 2: Ask and answer questions using the simple present and present progressive.
- Assessment – On the first class meeting during finals week (Tuesday, December 12), students were given a paper-based form via which both SLOs were assessed.
- The forms asked them to self-assess whether they can do the skills described via a checklist with "I can…" statements. In addition, a series of prompts to write various sentence types were on the form. After students had written the sentences the teacher checked all the correct sentences. The students and teacher added up the points together and determined the percentage. The students and teachers discussed the assessment and the process afterwards. From the discussion it was determined what areas were most appropriate for review. Review of these topics was done during the remainder of the class meeting and into the class meeting of the second class meeting of the week.
- # of student that participated – 8
- # of students that passed - 8

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
	SLO Assessment Results	• Reflection: A course reader could be developed which gave further practice, instruction, explanation, etc. related specifically to the SLOs and the meta-language of the SLOs. The SLOs could also be assess through the quarter via "mini-assessments", the scores of which could be added together. • According to student, their success in developing the ability described in the SLOs is due to the extensive in-class practice they had with the (simple present and present progressive) forms. • At the current time, the SLOs seem to be well-suited to the course. **Target met for PM class but not for AM class** (12/30/2017)	
		Year This Assessment Occurred: 2016-2017 **Result:** Target Met SLO 2 focuses on asking questions. 8 out of 10 students were able to score 70 % or higher in part 2. (04/28/2017)	
	Exam - Course Test/Quiz - Ss must be able to ask and answer questions in the simple present and present progressive tenses. Ss will fill in the blanks of various conversations. **Target for Success:** 70% of the students should receive a score of 70% or more correct in order for target to be met.	**Year This Assessment Occurred:** 2015-2016 **Result:** Target Not Met There were 2 classes offered. For the evening section: 2 of 2 passed and met the target. For the morning section: 9 of 14 passed = 64% and did not not met the target. When combined: 11 of 16 passed = 69% and did not quite meet the target. For the morning: The students were assessed on the final exam. They were given statements in present and present progressive and asked to make them questions. There were also given questions in both tenses and asked to make them statements. For the evening: No information on how the student were assessed was given. Reflection from the morning class: The students did better on this SLO than SLO 1 and it may have been because they were given a base to work with.	

They were given a statement to change or a question to change. I think this is the reason for the higher pass rate on this SLO. The test may still have been too difficult and may need to be scaffolded more in the future.

The class is fairly typical of a noncredit class in that there are about 3 different levels in the class and this discrepancy makes testing the SLOs more challenging. The students at the lower level often have limited education in their own country and lack study skills. In this class, these were also the students that worked a lot and did not have much time to do homework outside of class, so they are really only writing in English in class. This limited exposure makes progress slow. There were also some students in the class that were well educated in their own country, and they were usually able to attend regularly and do the homework consistently. Those students met the SLOs. In the NCEL classes, I believe that meeting the SLOs depends quite a bit on the type of class that the teacher starts with. If the class is mainly well-educated housewives, as was the case for my advanced students, the SLOs are more easily met. It is also hard to test so few students and get a very accurate number.

Reflection from the evening:
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SLOs:
The students who didn't consistently attend probably won't have pass the post test, so maybe the SLOs are too difficult for them. One student who did not get registered, but was very motivated would not have pass the post test.
Conclusion:It's very difficult to give an evaluation on the SLOs when the NCEL 411 attendance at LAHS was very sporadic. (01/27/2017)

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Result: Target Not Met

There were two classes. The instructors tested the SLOs together, so the results are for both SLOs. This was a fault of incomplete instructions given to the teachers. In one class, the target was met, and in the other class, it was not. When added together, the target was not met. The main reason for these results is a lack of regular attendance. Only 2 students out of 22 come the closest to the full number of hours this quarter. Another factor is that most of the students in this group are not "college ready". Only 8 out of 22 of these students correspond to the minimum level of education and comprehension of academics needed for college level classes including these non-credit classes. Most of them do not have the goal of moving on to credit classes.

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NCEL 412:ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE II

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1 - Writing - Write affirmative and negative statements and questions in simple present, present progressive, simple past, and future (be going to, will). **Course-Level SLO Status:** Active	**SLO Assessment Results**	**Year This Assessment Occurred:** 2018-2019 **Result:** Target Met For the A.M. section: 1.　　Results of the Assessment: • 20 students took the assessment which was to create original sentences using the verb tenses indicated in SLO 1 above. • Of these 20 students: •　　16 students earned A's and B's (80% and above) •　　2 student earned D (60%) •　　　2 students earned F's (45%, 50%, 10%) 2.　　Factors affecting the results of the test: The majority of the students have had sufficient practice (both formal and informal) with what this assessment evaluated throughout the quarter in class. Language proficiency, practice/use of English outside of class, and regular attendance for each student seemed to be the primary factors determining the assessment results. Not surprisingly, the student population of this class had a mixture of language proficiency levels ranging from very low beginning to advanced. Students who had regular attendance and were of high proficiency levels did very well on the test while those with much poorer proficiency levels and attendance records seemed to do poorly and or fail the test. 3.　　Reflection: 80% of the students understood the assignment and passed the task. The failing students: •Had poor grammar skills (All of these failing students had little or no grammar instruction and practice prior to this class. Some admitted using very little English or none at all in their daily lives). •The failing students do not seem to be a reflection of this class/ program. They seem to have decided to register for this class because no other class that was closest to their	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans

SLO Assessment Results

level was available/offered.

• These students had the necessary materials; the textbook was level appropriate, with activities, examples, etc. Students have had sufficient practice both in and outside of class with grammar and writing assignments in relationship to these grammatical structures. Proficiency level, attendance, frequency of language usage in and outside of class were strong factors.

I find the overall objectives (SLO 1) for this class/ level appropriate and achievable.

For the P.M. section:

• Assessment – Student ability to perform the skill (s) described in the SLOs was assessed via multiple assessment modalities. The modalities include teacher observation of student in-class use of the skills, discussion of the SLOs and their meaning and relevance, and student self-assessment of ability. The connection between the SLOs, in-class activities and class materials/work was highlighted by the instructor and discussed with the students. Student perceptions of their abilities/skills were incorporated into the assessment process via self-assessment forms and class discussion.

• # of student that participated – 3

• # of students that passed - 3

• Reflection: What could you have done better in teaching or in testing the SLO? I can continue to develop a SLO assessment processes and materials which are clear and easy to understand and at the same time give thorough support and guidance for the students in performing the SLOs.

• What helped or hindered your students' success rates? The students' success rate was 100% for students who participated in the process. It is my feeling that the reason for this is that the SLOs are well-suited to the students' level of ability and to the course material.

• Does the SLO seem appropriate, clear, and/or valuable? The SLO seems appropriate to the level and well-worded. The "value" of the SLOs could be measured alongside their relevance to a pathway, once a descriptor of pathways and components is developed.

| | SLO Assessment Results | (03/29/2019) | |

Year This Assessment Occurred: 2016-2017
Result: Target Met

- Assessment – Students need to respond to questions regarding their past, present and future using the correct tense. The questions do not tell students which tense to use explicitly, but they know that the test is testing on tenses.
- # of student that participated – 4
- # of students that passed - 3 of students that got 70% or better
- Reflection: I realized later that my questions for them do not ask for the negative, so adding more questions would be necessary to test everything in the SLO. Nevertheless, some students ended up using negatives. The only student who did not meet the target barely speaks English, and she got about 60%, and missed most of the last two weeks. I think I should have tested each grammar point more in depth after each unit. One thing I notice is that while I was testing their vocab, they are more prone to grammatical errors than the grammar test. However, I am not sure if it is a good idea to add "being able to write original sentences in the correct tense in appropriate context" since it does take a while for learners to acquire that.

(07/20/2017)

Year This Assessment Occurred: 2016-2017
Result: Target Met
Assessment – This SLO was tested as part of the final exam. The students were asked questions that they needed to answer in the affirmative or negative.
# of students that participated - 10 students
#of students that passed with 7 of 10 questions correct - 7 students (70%)
Reflection: Most of the students that took the test were all fairly strong students that have been coming regularly and doing their homework. I had a few show up that have been unable to attend as often or to do the homework. This SLO seemed very appropriate for the class. The students were also tested on this in a similar way last quarter and this

SLO Assessment Results

made the understanding of the structure of the test easier. Last quarter this information was also new to the student, whereas this quarter was the second time that students had been working with these tenses with the exception of the future. Familiarity with the tenses and also with the test structure enabled the students to show what they had learned. (04/28/2017)

Exam - Course Test/Quiz - Ss will be asked to read short readings and identify topics, main ideas, and supporting ideas.
Target for Success: 70% of the students should receive a score of 70% or more correct in order for target to be met.

Year This Assessment Occurred: 2016-2017
Result: Target Met
- Assessment – I have provided a few questions that requires students to use the vocabulary. The relevant vocabulary are listed next the questions (e.g. I would use ask question about a good and an bad experience for traveling to test the vocab bumpy, land, shout, cancel, freezing, lucky, terrible, border, common, suddenly, disappear and appear). Their task is to answer the questions using the vocabulary correctly. They did not have to use all of the words in the list. This is tested as part 2 of the Final Exam.
- # of student that participated – 2
- # of students that passed - 2 of students that got 70% or better
- Reflection: This part is significantly harder than part 1, and a lot more heavy on writing. I have also considered a more structured vocabulary test that makes students use every single vocabulary. However, I think it might decrease the "originality" of the students' sentences. I like the aspect that makes students choose which words they need to use to answer the questions. One other alternative, or perhaps even a better way to test the SLO is asking very specific questions and have a one-to-one ration of vocabulary and questions. Since I did a couple vocabulary review games such as charades and taboo, I expect the students who came to those review to do well. We also wrote a cooperative story using the vocabulary in the chapters. The number of participants for this assessment is even worse than part 1. Perhaps to ensure the number of participants in the future, instead of having a set date, I could simply do it on a day that has decent attendance, and without noticing the students that this is a test. I like this SLO, especially the original sentence part.

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		(07/20/2017)	
SLO 2 - Written application of vocabulary - Apply words learned by using them to write original sentences. The sentences must demonstrate that the student understands the meaning of the words. **Course-Level SLO Status:** Inactive **Start Date:** 12/20/2012	**SLO Assessment Results**	**Year This Assessment Occurred:** 2016-2017 **Result:** Target Met Assessment: This SLO was tested as part of the final exam. The first part was a multiple choice vocabulary test and the second part of the test had the students write original sentences with the vocabulary words. #of students that participated – 9 # of students that passed – 7 Result: 78% passed and target was met Reflection: This SLO is a bit challenging to quantify. There are so many aspects that impact a word's use in a sentence. Should I look at the part of speech, the grammar of the sentence, just the meaning of the word, or all 3 things? There are a lot of moving parts that impact how the word works in a sentence that makes this SLO rather hard to test. It is hard for students at this level to write clear and grammatical sentences and mosts certainly when they are trying to incorporate a specific word. That said, I tried to look at the sentence in a very holistic way to see if the sentence as a whole was fairly understandable with most of my focus on the sentence showing understanding of the word. Since I took a somewhat liberal view of this SLO, the target was met. I think this SLO could be a bit more precise so that teachers across the board are grading based on the same criteria. (04/28/2017)	**Action Plan:** I would like to see this SLO (at this level) made easier to test. I think it would beneficial to discuss this with the department. (04/28/2017)
	Exam - Course Test/Quiz - Ss will write original sentences with the vocabulary items learned during the course of the quarter. The sentences must demonstrate that the Ss understand the meaning of the vocabulary items. **Target for Success:** 70% of the students should receive a score of 70% or more correct in order for target to be met.		

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 2 - Reading - Identify topics and main ideas in readings of two or three simple paragraphs. **Course-Level SLO Status:** Active **Start Date:** 08/04/2017	**SLO Assessment Results**	**Year This Assessment Occurred:** 2018-2019 **Result:** Target Met For the A.M. section: 1. Results of the Assessment: • 15 students took the assessment which was to identify the topic and the main idea of 2 paragraphs on the same overall topic. • Of these 15 students: • 11 students earned A's, B's, and C's (70 % or more) • 4 students earned D's and F's (40% or less) • 2. Factors affecting the results of the tests: The readings in Reading Explorer 1 seems to be appropriate in length but not always difficulty level. Many students needed consistent explanations/guidance when reading/comprehending the readings especially with more complicated sentence structures. Without the instructor's help, students seemed to struggle in understanding the details, sentence structures, and vocabulary in certain reading pieces. Even though students had opportunities to practice the vocabulary in class and as part of homework, they might not have had enough practice of these vocabulary words (and perhaps reading practice) outside of class which might have affected the test results. 3. Reflection: This SLO seems to be an appropriate testing for students at this level. However, Reading Explorer 1 may be too advanced for this group of students as some of the vocabulary/terminology presented in the book seems to be too advanced for some readings. Furthermore, students may need to be exposed to more personal topics (that they can relate to) in readings. 73% of the students did successfully on this task; however, they also felt that they needed more instruction in reading. Most of the students expressed that they have learned a lot (mainly grammar) and left this class confident in a range of skills including listening comprehension, speaking, grammar, etc. Overall, it was a successful class/ experience	

| | **SLO Assessment Results** | both for my students and I. Even though, as an instructor, I gave students many opportunities through technology use (i.e. Canvas) to practice skills introduced in class, some still seemed to not feel comfortable using online modules which may have been a factor that affected their learning process. A suggestion for future teaching practices could be that the amount of reading instruction be increased in proportion to the grammar instruction. If this change can be implemented and made part of the course outlines, student will likely benefit more not just in reading comprehension, but also, different sentence structures and vocabulary. | |

For the P.M. section:

• Assessment – Student ability to perform the skill (s) described in the SLOs was assessed via multiple assessment modalities. The modalities include teacher observation of student in-class use of the skills, discussion of the SLOs and their meaning and relevance, and student self-assessment of ability. The connection between the SLOs, in-class activities and class materials/work was highlighted by the instructor and discussed with the students. Student perceptions of their abilities/skills were incorporated into the assessment process via self-assessment forms and class discussion.

• # of student that participated – 3

• # of students that passed - 3

• Reflection: What could you have done better in teaching or in testing the SLO? I can continue to develop a SLO assessment processes and materials which are clear and easy to understand and at the same time give thorough support and guidance for the students in performing the SLOs.

• What helped or hindered your students' success rates? The students' success rate was 100% for students who participated in the process. It is my feeling that the reason for this is that the SLOs are well-suited to the students' level of ability and to the course material.

• Does the SLO seem appropriate, clear, and/or valuable? The SLO seems appropriate to the level and well-worded. The "value" of the SLOs could be measured

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
	SLO Assessment Results	alongside their relevance to a pathway, once a descriptor of pathways and components is developed. • Additional Comment: Two students were assessed in an "in-class" (i.e. face-to-face class meeting) setting. One student completed an assessment made available via the "Quizzes" app in Canvas. (03/29/2019)	
	Exam - Course Test/Quiz - Instructors will create their own assessment tool to test this SLO **Target for Success:** 70% of the students should receive a score of 70% or more correct in order for target to be met.		

NCEL 413:ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE III

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1 - Reading - Identify topics, main ideas, and supporting ideas in readings of two or three simple paragraphs. **Course-Level SLO Status:** Inactive **Start Date:** 12/20/2012	**SLO Assessment Results**	**Year This Assessment Occurred:** 2016-2017 **Result:** Target Met • Assessment – The students were tested as part of the final. They were given a reading to do during the test and then asked questions pertaining to the SLO. The testing was split into 4 questions 3 of which were multiple choice. The students were asked about the topic, the main idea, and the last two questions were about support. • # of student that participated – 8 • # of students that passed - 100% Reflection: Since the test was mainly multiple choice, it was more manageable for the students. When I asked them about these things in class, they always had to write an answer out with their group members. I think going from answering in a more difficult form (written out), albeit with group members, to answering in a simpler form (multiple choice) helped produce the high pass rate. The questions about topic and support were multiple choice. They had to write out the main idea but still did very well on that question. Another probable reason for the high success rate is that I have had quite a few of these students for 3 quarters now, and we have been working on this SLO for 3 quarters. The idea of support is newer but identifying the topic and main idea is not new. I think the SLO is a positive one and appropriate to the level if the questions about support are given in a multiple test form. I think distinguishing support completely on their own may be a bit too much at this level. (07/20/2017)	
	Exam - Course Test/Quiz - Instructors will create their own assessment tool to test this SLO **Target for Success:** 70% of the students should achieve a score of 70% in order for the target to be met.	**Year This Assessment Occurred:** 2014-2015 **Result:** Target Met There were two sections of NCEL 413, and 70% of each class was able to achieve a score of 70% or more. (07/07/2015) **Year This Assessment Occurred:** 2014-2015 **Result:** Target Met 80% of students got 70% or higher on the tests. (01/06/2015)	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans

Year This Assessment Occurred: 2013-2014
Result: Target Met
18 out of 22 students were able to achieve a score of 70% or more. (08/18/2014)

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1 - Writing - Write questions and answers using modals for ability, permission, possibility, advice, requests, desires, offers, and necessity. **Course-Level SLO Status:** Active **Start Date:** 12/20/2012	**SLO Assessment Results**	**Year This Assessment Occurred:** 2016-2017 **Result:** Target Not Met • Assessment – The students were tested as part of the final. They were given 13 questions pertaining to the SLO. The students were asked to write questions and to give answers that used a modal. • # of student that participated – 12 • # of students that passed - 67% Reflection The pass rate was very close but not quite 70%. I think the SLO is appropriate but my testing of the SLO may have been too difficult. The students were asked a question or given a scenario and expected to respond with a modal. I think the students can do this fine, but my testing structure may have been too hard. In class, we usually worked on and tested one set of modals at a time i.e., we just worked on should for advice. The final was asking them to use all the different modals they had learned at the same time. The 13 questions were a mix of all the modals they had learned, and I think that made it confusing. I should have separated the questions into different sections and labeled them advice, offers, etc.. We also had not worked on modals for a bit because the last part of the class was on comparative and superlative so perhaps I needed to review modals more that I did before the exam. The next time that I teach this class, I will change the way I structure the review and the test with these things in mind. (07/20/2017)	**Action Plan:** The 13 questions were a mix of all the modals they had learned, and I think that made it confusing. I should have separated the questions into different sections and labeled them advice, offers, etc.. We also had not worked on modals for a bit because the last part of the class was on comparative and superlative so I needed to review modals more that I did before the exam. The next time that I teach this class, I will change the way I structure the review and the test with these things in mind. (07/23/2017)
	Exam - Course Test/Quiz - Instructors will create their own assessment tools to test this SLO. **Target for Success:** 70% of the students should receive a score of 70% or more in order for the target to be met.	**Year This Assessment Occurred:** 2014-2015 **Result:** Target Met Both sections of NCEL 413 were able to achieve a score of 70% or more on the assessment tool. (07/07/2015) **Year This Assessment Occurred:** 2014-2015 **Result:** Target Met 80% of students got 70% or higher on the tests.	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		(01/06/2015)	
		Year This Assessment Occurred: 2013-2014 **Result:** Target Met 18 out of 22 students were able to achieve a score of 70% or more. (08/18/2014)	
SLO 2 - Vocabulary - Apply words learned by using them to write original sentences. **Course-Level SLO Status:** Active **Start Date:** 08/04/2017	**Exam - Course Test/Quiz -** Ss will write original sentences with the vocabulary items learned during the course of the quarter. **Target for Success:** 70% of the students should receive a score of 70% or more correct in order for target to be met.		

NCEL 421:INTERMEDIATE ENGLISH AS A SECOND LANGUAGE I

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1 - Writing - Write a personal passage about a topic chosen by the instructor. **Course-Level SLO Status:** Active **Start Date:** 12/20/2012	**Essay/Journal -** Ss write a short personal passage about a topic chosen by the instructor. **Target for Success:** 70% of class receives a score of 70%	**Year This Assessment Occurred:** 2017-2018 **Result:** Target Met In the morning section: # of student that participated – 29 # of students that passed - 23 of 29 = 79% of students passed with 70% or better. Assessment – The students were asked to write a paragraph or personal passage for the final. The writings judged based on the their ability to answer the question with the use of a topic sentence and some support. The topic was based on a NorthStar reading asking if they preferred to live in the city or country. Reflection: I am happy with this SLO and also with how students did. We worked quite a bit on paragraph writing in class and did numerous drafts. I think this gave students the experience they needed to do well. The SLO itself is odd because the NorthStar does offer some specifics to developing a true paragraph, such as topic sentences and support, but the SLO says personal passage since the department seemed to feel that the lower levels aren't supposed to be taught paragraph level work yet. The SLO doesn't really give an specifics as to what should be tested now that it is just a "personal passage." I feel more comfortable testing them on paragraph writing and since I felt the students were able to do the basics of a paragraph, a topic sentence and some support , that is what they were graded on. In the evening section: # of student that participated – 8 # of students that passed - 7 of students that got 70% or better. The assessment was part of the final: talk about your English learning experience at Foothill. How long have you been studying at Foothill? What do you like and dislike about the experience? How have you improved? Where do you see yourself in the future (in terms of your English	

learning)?

Reflection:
Again, I should have tested it a two weeks earlier.
However, I did notice that most of the students were able to write a paragraph throughout the quarter (which I should have recorded before return them). Since I remembered this SLO, during this quarter, I gave them a short writing assignment at least once a week. That might have helped. The only student who did not pass actually left the question blank.
I was wondering if we should have a more specific rubric to what we mean by "write a paragraph." For this assessment, I decided that if students wrote a paragraph with some sort of support, and did not go off topic, they can pass. Do we want them to have a clear topic sentence, examples, explanations, and a conclusion (In terms of phrasing the SLO)?

(01/27/2018)

Year This Assessment Occurred: 2016-2017
Result: Target Met
For SLO 1 in the morning section, 14 out of 14 students (100%) met the SLO at least 70% of the time. On the final exam, the SLO was tested by having students write a paragraph about their future plans for winter break, and another about their favorite activity from our class (past). SLO 1 for the NCEL 421 level was a little bit ambiguous because paragraph structure is not taught explicitly at this level. When grading the paragraphs, anything that resembled a paragraph—a sequence/series of sentences connected by a similar topic, was considered to be a paragraph. Students only lost points if the sentences were incomplete or if they used bullet point lists instead of sentences. For the evening section, 13 students participated in the assessment for SLO 1. All students (13/13 for SLO 1) who participated in the assessment passed i.e. demonstrated ability to perform the task described in the SLOs. No information was given about how the SLOs were assessed for this class.
(01/27/2017)

Action Plan: Make the SLO more clear. Is the instructor teaching paragraph structure at this level? Based on the conversations in department meetings, this SLO may need revision. (01/27/2017)

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans

Year This Assessment Occurred: 2013-2014
Result: Target Met
18 out of 22 students passed the test with a score of 70% or higher. (10/18/2014)

SLO 2 - Questions/answer - Ask and answer questions using the present, past and future tenses in a dialogue.
Course-Level SLO Status: Active
Start Date: 12/20/2012

Exam - Course Test/Quiz - Ss ask and answer questions using the present, past, and future tenses in a dialogue.
Target for Success: 70% of the students receive a score of 70% or higher.

Year This Assessment Occurred: 2017-2018
Result: Target Met
In the morning section:
# of student that participated – 29
# of students that passed - 27 of 29 = 93% of students passed with 70% or above.
Assessment – The students were asked to fill in a dialogue on the final.

Reflection: I wonder if this SLO shouldn't also include the use of the present prefect. The last 5 units covered in the book are present perfect but this SLO does not test it at all. This SLO seems more appropriate to NCEL 411-413. I think the very high number of students that passed shows the SLO to be a bit too easy. I tested this SLO on paper because I like the exactness of it. I know exactly who passed and who didn't, but this SLO should probably be spoken and not written, but the SLO doesn't really specify. I was a little unsure of how to do this accurately with 29 students. I think I may need to take more relaxed and informal view of the SLO next time and have students engage in a casual conversation for he SLO.

In the evening section:
# of student that participated – 8
# of students that passed - (4 of students that got 70% or better)

•   This assessment is part of the final review over two days. Students are given different types of questions that would elicit past, present and future tense responses. They are also required to ask at least two follow up questions. Some of the questions are from me (I picked out one from each tense), and some are from the students. As part of their review, I asked them to come up with a few questions using the tense of their chapter (I was making

them each present a chapter from the book for review). There were questions like "what has been your best memory this year," "what are your plans for winter break" and "what did you eat for breakfast." My evaluation was based on their correct and incorrect usage of the tense during the conversations created from these discussion questions.

- Reflection:

I like the SLO. I would like to have a more precise way of testing without giving in to a too structured and unnatural setting, and that is how I ended up with my assessment. There is also something I would like to ask about this SLO. How much control should the "dialogue" have? Should I explicitly tell them, "use simple present," or should I simply give them a scenario where it would make the most sense using simple present with little to no hint?
Most of the students were able to answer the questions, and even asked follow-up questions. However, they would sometimes use a different tense or skip certain parts of the target form. One of the difficult thing is some students joined later or missed a few weeks, so they are not familiar with certain tenses. While I did try my best reminding them the characteristics about the tenses we went over before, it is still difficult for them to acquire the forms perfectly, and perhaps not so realistic. The result was not too different from what I had expected, but it is still sad that a lot of them could not meet the target.
(01/27/2018)

Year This Assessment Occurred: 2016-2017
Result: Target Met
The morning section of NCEL 421 only included SLO assessment data from final exam. On the final exam SLO2 was tested by having students ask and answer questions (in simple present, present progressive, simple past, and future) in short dialogues and fill in the blank tasks. Of the 14 students tested, 14 students (100%) met SLO2 with a 70% or better. The students were able to do this fairly easily since this grammar was mainly a review of what had been covered in NCEL level 1, which many of them had completed before taking this course. For the evening

section, 3 students participated in the assessment. All students (3/3 for SLO 2) who participated in the assessment passed i.e. demonstrated ability to perform the task described in the SLOs. No information was provided on how SLOs were asses for the evening section. (01/27/2017)

Year This Assessment Occurred: 2013-2014
Result: Target Met
20 out of 22 students received a score of 70% or higher. (10/18/2014)

NCEL 422:INTERMEDIATE ENGLISH AS A SECOND LANGUAGE II

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1 - Reading - Identify topics, main ideas, and supporting details in short readings. **Course-Level SLO Status:** Active **Start Date:** 12/20/2012	**SLO Assessment Results**	**Year This Assessment Occurred:** 2018-2019 **Result:** Target Met • Assessment – Same to the SLO 1 process. • # of student that participated – 8 • # of students that passed - 8 • Reflection: See SLO 1 reflection comments. • The textbook which focused the most on the skills described in SLO 2 is the reading text NorthStar 2 (NS). Also, whereas, FOG 2 dedicates specific chapters to the skills described in SLO 1, the skills described in SLO 2 are dealt with in each chapter of NS. Also, the Grammar in Context section of FOG relate to SLO 2. • There has been some discussion of creating a reading(and writing) course which uses NS in which NS may no longer be used by the NCEL 421-3 sequence. If this were to take place, the textbook material would still be relevant to and sufficient • Finally, this form("NCEL SLO form") could be improved by asking the instructor both for the areas of strength as well as the areas for improvement, whereas currently the first question asks only for the latter. An adapted SWOT (Strength, Weaknesses, Opportunities, Threats) approach could be used, using a matrix for internal and external positives and negatives. Such a matrix could look something like this: Internal External + … … - … … • (03/29/2019)	
	Exam - Course Test/Quiz - Students identify topics, main ideas and, supporting details in short readings. **Target for Success:** 70% of students receive a score of 70% or higher.	**Year This Assessment Occurred:** 2017-2018 **Result:** Target Met From the morning NCEL 422: • Assessment – On the final exam, students read an article from their NorthStar text. I asked them to identify the topic, main idea, and details using multiple choice questions. • # of student that participated – 25 • # of students that passed - 22 of 25 = 88% of	

students that passed with a 70% or better.
- Reflection: Every time we do any reading at all, I have tried to have a brief discussion of the main idea, topic sentences, and support. I think just working on their awareness of it in their readings has helped. I have also been asking them to include a topic sentence and support for any of the writing they do on test, in class, as homework. Doing that and also doing peer review has helped make them more aware of paragraph structure and more able to locate these things. So I changed my teaching a bit so that I am not just teaching the parts of reading in isolation. I am happy with this SLO as I think it is such an important skill for students to have regardless of their future goals. Understanding and taking apart a reading is useful as both an academic and life skill.

From the evening NCEL 422:
Assessment — Mid-term Modal test
14/16 scored 70% or higher
Reflection: Spending an entire week on each aspect of the modal seems to pay off on the success rate. Also, we spent some time to review in addition to the unit review after each week. The SLO is clear and easy to test. Since the first few weeks were on modals, I was able to test them on the week 5, and they seemed to perform pretty well (even the two below 70% were not far off from the target). Being well-prepared and familiar with the types of questions asked in the assessment seems to help a lot with meeting the target. What is interesting, however, is the few questions a lot of students did miss was the ability past/present tense (can vs. could), since "could" is also used for polite requests. They sometimes overuse "could" for present ability as well. In general, I believe this SLO is very valuable since politeness is essential in everyday conversation. While it is possible to add more "meaningful" details (for example, using it in conversation or original sentences), the simplicity of the SLO makes it simple for any type of instructor to test it with their own style, so I think it is good as it is.
 (05/16/2018)

Year This Assessment Occurred: 2013-2014

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans

Result: Target Met
17 out of 22 students received a score of 70% or higher.
(10/18/2014)

SLO 2 - Modals - Use modals of ability, permission, request, and advice.
Course-Level SLO Status: Active
Start Date: 12/20/2012

SLO Assessment Results

Year This Assessment Occurred: 2018-2019
Result: Target Met
• Assessment – Student ability to perform the skill (s) described in the SLOs was assess via multiple assessment modalities. The modalities include teacher observation of student in-class use of the skills. The connection between the SLOs, in-class activities and textbook materials/work was highlighted by the instructor and discussed with the students. Student perceptions of their abilities/skills were incorporated into the assessment process via self-assessment forms.
• # of student that participated – 8
• # of students that passed - 8
• Reflection:
• What could you have done better in teaching or in testing the SLO?
• Though the current methods used by the instructor are sufficient for current needs, the instructor and the NCEL department can continue to explore assessment approaches and develop assessment material appropriate to student learning preferences and needs.
• What helped or hindered your students' success rates?
• The student success rate was 100%. As the instructor, I believe this may be do factors such as the appropriateness of the SLO to the student's level (these skills are within the students' proximal zone of development), the relevance of classroom activities and textbook materials. In term of textbook materials, Part IV of the grammar text, Focus on Grammar, dedicates 4 chapters to the modals mentioned in the SLO. Approximately, on average, one chapter of FOG is dealt with per week in the course. This has so far seemed to be sufficient time for the student develop a sense of being able to perform/mastery of the SLO.
• Ths instructor has considered the issue that attendance fluctuates and thus any in-class assessment limited by the fact that it "only" assesses student who were

| | **SLO Assessment Results** | there on the day(s) when an assessment activity was conducted. As such, it may be worth exploring ways in which a larger number of students can be involved in the assessment process. One method may be to view SLO assessment not just as summative/confirmative and done at or towards the end of the course, but as pre-/diagnostic/formative and done towards the beginning/ throughout the course. (LMS) | |

•   However, each decision made about a course method can carry pros and cons. Classtime is limited and fluctuating attendance further reduces individual student classtime. An appropriate balance between time dedicated to acquisition-focused activities versus assessment-focussed activities. Further students may experience difficulty in understanding the purpose of any early assessment (For example, "Why haven't studied this yet? Why are we being asked if we can do this?")

•   Does the SLO seem appropriate, clear, and/or valuable?

•   Is the SLO clear? Yes. Student expressed to concern about the SLO's language and demonstrated no difficulty in understanding the SLO. One student did inquire about the meaning of the term "modals", and this term and the skills were reviewed. It is the instructor's impression that the student though were familiar with the modals themselves and their use, the meta-linguistic term "modals" was something they were becoming familiar with.

•   Is the SLO appropriate? In terms of difficulty the SLO seemed to be fully appropriate to the student level.

•   Is the SLO valuable? High-frequency forms such as modals and social functions such as making requests as things which student can use often. However, there is question of agency and transparency. That is, who determines the SLOs? What institutional and societal goals are they meant to be related to? To what degree, if any, are the students and other stakeholders in the process involved in determining SLOs? How are these SLOs related to SLO's from other courses in the 411-413 and 421-423 sequence? These are questions that can be addressed long-term in evaluating SLOs and the SLO process.

•   What improvements could be made to the SLO?

•   The Course Outlines of Record should be updated

	SLO Assessment Results	to reflect the current SLOs. (03/29/2019)	
	Exam - Course Test/Quiz - Students use modal verbs of ability, permission, request, and advice to complete dialogues. **Target for Success:** 70% of the students receive a score of 70% or higher.	**Year This Assessment Occurred:** 2017-2018 **Result:** Target Met From the morning NCEL 422: • Assessment – On the final exam, I wrote 8 questions that asked the students to do something, such as "tell your friend about an ability you had when you were young," and "give your friend who falls asleep in class advice." • # of student that participated – 25 • # of students that passed - 20 of 25 = 80% of students passed with 70% or above. • Reflection: In the past, I made these questions too difficult. This time I gave them a question, such as "Ask you boss for 2 week off – use may." I think giving them the modal this time really helped. When I didn't get them the specific modal to use there were just too many ways to ask the question and many of them were fine even though it didn't involve a modal. I opened it up to too many options, and I wasn't testing the grammar point that I wanted. This time I was able to see if they knew how to use the modal correctly, and they did. Overall I am very happy with this SLO as so much of the quarter is spent on modals, and this is a correct and easy to implement SLO. From the evening NCEL 422: Assessment: Mid-term Modal test 14/16 scored 70% or higher Reflection: Spending an entire week on each aspect of the modal seems to pay off on the success rate. Also, we spent some time to review in addition to the unit review after each week. The SLO is clear and easy to test. Since the first few weeks were on modals, I was able to test them on the week 5, and they seemed to perform pretty well (even the two below 70% were not far off from the target). Being well-prepared and familiar with the types of questions asked in the assessment seems to help a lot with meeting the target. What is interesting, however, is the few questions a lot of students did miss was the ability	

past/present tense (can vs. could), since "could" is also used for polite requests. They sometimes overuse "could" for present ability as well. In general, I believe this SLO is very valuable since politeness is essential in everyday conversation. While it is possible to add more "meaningful" details (for example, using it in conversation or original sentences), the simplicity of the SLO makes it simple for any type of instructor to test it with their own style, so I think it is good as it is.

(05/16/2018)

Year This Assessment Occurred: 2013-2014
Result: Target Met
19 out of 22 students received a score of 70% or higher. (10/18/2014)

NCEL 423:INTERMEDIATE ENGLISH AS A SECOND LANGUAGE III

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1 - Modals - Use modals of necessity, expectation, future possibility, and conclusion. **Course-Level SLO Status:** Active **Assessment Cycles:** End of Quarter **Start Date:** 12/20/2012	**SLO Assessment Results**	**Year This Assessment Occurred:** 2018-2019 **Result:** Target Met • Assessment – Student ability to perform the skill (s) described in the SLOs was assessed via multiple assessment modalities. The modalities include teacher observation of student in-class use of the skills, whole class discussion of the SLOs, their meaning and relevance and student self-assessment of ability. The connection between the SLOs, in-class activities and textbook materials/work was highlighted by the instructor and discussed with the students. Student perceptions of their abilities/skills were incorporated into the assessment process via self-assessment forms and class discussion. • # of student that participated – 7 • # of students that passed - 7 • Reflection: What could you have done better in teaching or in testing the SLO? I can continue to develop a SLO assessment processes and materials which are clear and easy to understand and at the same time give thorough support and guidance for the students in performing the SLOs. • What helped or hindered your students' success rates? The students' success rate was 100% for students who participated in the process. It is my feeling that he reason for this is that the SLOs are well-suitable to the students level of ability and to the course material. • Does the SLO seem appropriate, clear, and/or valuable? The SLO seems appropriate to the level and well-worded. The "value" of the SLOs could be measured alongside their relevance to a pathway, once a descriptor of pathways and component is developed. • What improvements could be made to the SLO? The Course Outlines of Records should be updated with the current SLOs (if they have not been already). (07/01/2019) **Year This Assessment Occurred:** 2017-2018 **Result:** Target Met Morning class: Assessment: FInal exam	

| | **SLO Assessment Results** | 20 students took the final.
14 students (70%) passed with a 70% or better.
Reflection: Overall, I was happy with the results. I feel like it can be challenging at times to write a good assessment for the modals because It can be hard to elicit exactly the right set of modals. The students did pretty well and the SLO is a good one for the course since we spend so much time on modals.

Evening class:
Assessment —Modal test
8/11 scored 70% or higher
Reflection: During the 4 weeks of modals, I think the students grew tired of modals (I certainly did). Possibility and conclusion also have a lot of repetition. I might consider splitting them up throughout the quarter instead of doing them in one go. I think I also need to give certain students extra attention, since two out of the three who didn't pass have been coming to class relatively consistently.

 (07/05/2018) | |

Year This Assessment Occurred: 2016-2017
Result: Target Met
In the AM Section, SLO data was collected from the final exam only even though students had numerous opportunities to measure their SLO progress with quizzes and other tasks throughout the quarter. The final exam was administered through Canvas as an In-Class assignment on the student laptops in our classroom at the Sunnyvale Center. This was the first time that the NCEL SLOs were measured in this way. 22 out of 48 enrolled students participated in the Final Exam. SLO 1 (Use modal verbs of preference, necessity, expectation, future possibility, and conclusion.) was tested by having students complete tasks including: fill in the blank, multiple choice, and writing full sentences. For SLO1, 82% of the 22 students scored a 70% or higher. Modal verbs of preference were not tested for because it was not covered in the Focus on Grammar textbook used by students in this level. This category of

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
	SLO Assessment Results	modal verbs should be removed from the SLO since it is not included in the students' textbooks. (Modal Verb breakdown: Expectation - AVG: 81%, Conclusion- AVG: 81%, Necessity- AVG: 91.67%, Future Poss- AVG: 73%) For the PM section: As a part of the Einal exam, students were asked to answer a total of 23 questions (multiple-choice and Eill-in-the-blank) on the use of modals for preference, necessity, expectation, future possibility, and conclusion. 11 students participated and 5 passed with a 70% or better. Reflection: We could have more homework assignments and class activities to help students practice using these modals. Inconsistent attendance and not completing homework assignments might have hindered the rate of success in acquiring this SLO. The SLO seems appropriate, clear, and valuable. (06/30/2017)	
	Exam - Course Test/Quiz - Individual instructors will create the assessment tool to test this SLO. **Target for Success:** 70% of the students will achieve a 70% score in order for the target to be met.	**Year This Assessment Occurred:** 2013-2014 **Result:** Target Met 13 out of 13 students were able to achieve a score of 70% or more. (08/18/2014)	
SLO 2 - Vocabulary - Apply words learned by using them to write original sentences that reflect the students' understanding of the word. **Course-Level SLO Status:** Active **Assessment Cycles:** End of Quarter **Start Date:** 12/20/2012	**SLO Assessment Results**	**Year This Assessment Occurred:** 2018-2019 **Result:** Target Met • Assessment – Student ability to perform the skill (s) described in the SLOs was assessed via multiple assessment modalities. The modalities include teacher observation of student in-class use of the skills, whole class discussion of the SLOs, their meaning and relevance and student self-assessment of ability. The connection between the SLOs, in-class activities and textbook materials/work was highlighted by the instructor and discussed with the students. Student perceptions of their abilities/skills were incorporated into the assessment process via self-assessment forms and class discussion. • # of student that participated – 7 • # of students that passed - 7 • Reflection: What could you have done better in teaching or in testing the SLO? I can continue to develop a	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans

SLO Assessment Results

SLO assessment processes and materials which are clear and easy to understand and at the same time give thorough support and guidance for the students in performing the SLOs.

- What helped or hindered your students' success rates? The students' success rate was 100% for students who participated in the process. It is my feeling that he reason for this is that the SLOs are well-suitable to the students level of ability and to the course material.
- Does the SLO seem appropriate, clear, and/or valuable? The SLO seems appropriate to the level and well-worded. The "value" of the SLOs could be measured alongside their relevance to a pathway, once a descriptor of pathways and component is developed.
- What improvements could be made to the SLO? The Course Outlines of Records should be updated with the current SLOs (if they have not been already). (07/01/2019)

Year This Assessment Occurred: 2017-2018
Result: Target Met
Morning class:
Assessment: On the final exam students were asked to write 10 sentences using the vocabulary words.
20 students took the test with 100% getting 70% or better.
Reflection: I think this SLO also works for the class. For grading purposes, I counted the sentence correct if the word was used correctly in meaning as well as using the correct part of speech. One thing that helped them do well on this SLO is that they write sentences like this on every test they take, and they do it in pairs for each new unit. We spend a decent amount of time in class talking about parts of speech as well, and I think all of these things help.

Evening class:
Assessment — Vocabulary section of the final exam
9/10 scored 70% or higher
Reflection: The review I did with them the class before seems to help them a lot. The only student who didn't pass

SLO Assessment Results

the 70% mark was not here on the day we had review, and all of the students recognize that we have reviewed all the words on the test. I'm considering doing more reviews in the future so the students can be less reliant on the final one.

This quarter our class actually didn't focus much from the vocabulary section at all. However, when I asked the students what they felt they have improved the most, about half of them said they have learned a lot of new words. We tend to spend a lot of time discussing the reading, so the context and words might have helped and forced them to have a good understanding of the key words.
 (07/05/2018)

Year This Assessment Occurred: 2016-2017
Result: Target Met
In the AM section, SLO 2 was also tested for in the Final Exam. Students were given a roughly 200 word article and then answered true-false and multiple choice questions about the topic, main idea, and supporting details. 100% of the 22 students that participated scored a 70% or higher in all three areas.

For the PM section, the assessment was an observation of student performances throughout the quarter. Of the 28 students that participated, 28 passed. Every week the class read one to two short texts and identified topics, main ideas, and supporting details in groups and as a class. Students all seemed to have a good grasp on these concepts and were able to answer the questions in the textbook (Northstar) correctly on their own. The SLO seem appropriate, clear, and valuable. (06/30/2017)

Exam - Course Test/Quiz - Individual instructors will create the assessment tool to test this SLO.
Target for Success: 70% of the students will achieve a 70% score in order for the target to be met.

Year This Assessment Occurred: 2013-2014
Result: Target Met
13 out of 13 students were able to achieve a score of 70% or more. (08/18/2014)

NCEL 425:DEVELOPING LISTENING & SPEAKING SKILLS

Course-Level SLOs	*Assessment Methods*	*Assessment Findings/Reflections*	*Action Plans*
SLO - 1 - Respond to varied types of aural input (instructions, telephone messages, conversations, short talks). **Course-Level SLO Status:** Active **Assessment Cycles:** End of Quarter	**SLO Assessment Results**	**Year This Assessment Occurred:** 2020-2021 **Result:** Target Met • # of student that participated – 8 • # of students that passed - 8 Assessment – Student achievement of the outcome and the ability to perform the skill(s) described in the SLOs was assessed via multiple assessment modalities. The modalities include teacher observation of student in-class use of the skills, discussion of the SLOs and their meaning and relevance, and student self-assessment of ability. The connection between the SLOs, in-class activities and class materials/work was highlighted by the instructor and discussed with the students. Student perceptions of their abilities/skills were incorporated into the assessment process via self-assessment forms and class discussion. • # of student that participated – 8 • # of students that passed - 8 Reflection: What could you have done better in teaching or in testing the SLO? I can continue to hone the SLO assessment processes that I have already and materials with the goal of maximizing clarity and ease of use/understanding and at the same time give thorough support and guidance for the students in performing the SLOs. What helped or hindered your students' success rates? The students' success rate was 100% for students who participated in the process. It is my feeling that the reason for this is that the SLOs are well-suited to the students' level of ability and to the course material. Does the SLO seem appropriate, clear, and/or valuable? The SLO seems appropriate to the level and well-worded. The "value" of the SLOs could be measured alongside their relevance to a pathway, once a descriptor of pathways and components is developed. SLO 2 is a logical companion to SLO 1. SLO 1 uses the term "produce" and SLO 2 "respond to aural input". In this sense SLO 1 relates to the output of language and SLO 2 to input. SLO uses the term "respond to". "Response" to input can	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
	SLO Assessment Results	include speaking, multiple choice exercise, etc. In other words, it describes observable measurable action. I also feel that range and sequencing of course offerings and their accessibility to students in non-credit format were conducive to students selecting a course which was appropriate to their needs. Though NCEL 425 may be an intermediate level course (as suggested by the NCEL 411 or higher advisory), since NCEL 425 was the only listening and speaking available in Fall, the class may draw student from a wider range of levels from high beginner to perhaps low-advanced. As such, the broad phrasing of the SLOs allow for it to be relevant to student of a wide range of abilities. SLOs also exist in the content of a course, which itself may be part of a sequence. NCEL 435 SLOs contain language focusing on lectures, while the NCEL 425 SLOs accommodate a broader range of input and output types. This creates a general to specific flow which I feel is appropriate for the needs of the Foothill ESL program which is geared toward preparing students for further academic study i.e. a "specific" focus. Is there anything you would like to add? The questions are phrased towards each individual SLO. However, some of the response will be identical for each SLO. It would be great if some of the questions were phrased towards both SLOs. (12/11/2020)	
		Year This Assessment Occurred: 2018-2019 **Result:** Target Met • Assessment – Parts of the Achievement Test from North Star Unit 10: Students listened to a conversation and answer comprehension questions. This was part of our 3rd quiz (Feb 7) • # of student that participated – 23 • # of students that passed - 23 • Reflection: I think the SLOs are all very clear and testable. This one in particular, with the emphasis on listening and speaking in the class, has great results. (03/28/2019)	
SLO - 2 - Produce comprehensible spoken language in social	**SLO Assessment Results**	**Year This Assessment Occurred:** 2020-2021 **Result:** Target Met	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
interactions, class discussions, and presentations. **Course-Level SLO Status:** Active **Assessment Cycles:** End of Quarter	**SLO Assessment Results**	Assessment – Student achievement of the outcome and the ability to perform the skill(s) described in the SLOs was assessed via multiple assessment modalities. The modalities include teacher observation of student in-class use of the skills, discussion of the SLOs and their meaning and relevance, and student self-assessment of ability. The connection between the SLOs, in-class activities and class materials/work was highlighted by the instructor and discussed with the students. Student perceptions of their abilities/skills were incorporated into the assessment process via self-assessment forms and class discussion. • # of student that participated – 8 • # of students that passed - 8 Reflection: What could you have done better in teaching or in testing the SLO? I can continue to hone SLO assessment processes and materials I have already developed with the goal of maximizing clarity and ease of use/understanding and at the same time give thorough support and guidance for the students in performing the SLOs. What helped or hindered your students' success rates? The students' success rate was 100% for students who participated in the process. It is my feeling that the reason for this is that the SLOs are well-suited to the students' level of ability and to the course material. Does the SLO seem appropriate, clear, and/or valuable? The SLO seems appropriate to the level and well-worded. The "value" of the SLOs could be measured alongside their relevance to a pathway, once a descriptor of pathways and components is developed. (12/11/2020) **Year This Assessment Occurred:** 2018-2019 **Result:** Target Met • Assessment – Class Discussions and Final Presentations: the final presentation is a 5-min introduction of a subject (food, culture, brief history, art, etc.), usually related to the home country of the student. • # of student that participated – 9 (Mar 25, 27, 28) • # of students that passed – 9 • Reflection: For testing this SLO, I could have taken	

SLO Assessment Results

more concrete notes on our daily class discussions, or set up more formal evaluations for discussion throughout the quarter. This quarter, I gave a lot of time for meaningful discussion, and I encouraged both small group discussions and whole-class discussions. I believe that this have helped the students to perform better communicatively.
 (03/28/2019)

NCEL 426:HIGH-INTERMEDIATE GRAMMAR

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1 - Modal Use - Correctly use modals in the past and present: advisability, regret, and certainty. **Course-Level SLO Status:** Active			
SLO 2 - Tense Use - Correctly use the present perfect, simple past, and past progressive. **Course-Level SLO Status:** Active			

NCEL 427:HIGH-INTERMEDIATE READING SKILLS

Course-Level SLOs	*Assessment Methods*	*Assessment Findings/Reflections*	*Action Plans*
SLO 1 - Identifying Main Ideas - Identify the main idea of an appropriate text of approximately 500 words. Apply words learned in their given form by using them to write original sentences which demonstrate the student's comprehension of the target word. **Course-Level SLO Status:** Active			
SLO 2 - Vocabulary Application - Apply words learned in their given form by using them to write original sentences which demonstrate the student's comprehension of the target word. **Course-Level SLO Status:** Active			

NCEL 435:LISTENING/SPEAKING FOR ACADEMIC PURPOSES

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1 - Lecture Summary - Summarize a lecture. **Course-Level SLO Status:** Active			
SLO 2 - Group Discussion Participation - Participate in group discussions based on lectures. **Course-Level SLO Status:** Active			

NCEL 436:ADVANCED GRAMMAR

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1 - Compound/Complex Sentences: Write well-formed compound and complex sentences that express original ideas. **Course-Level SLO Status:** Active			
SLO 2 - Paragraph Writing: Write cohesive paragraphs composed of varied sentence structures. **Course-Level SLO Status:** Active			

NCEL 437:BASIC COMPOSITION SKILLS

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
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. **Course-Level SLO Status:** Active			
SLO 2 - Writing - Write a unified, cohesive piece of extended written discourse containing multiple paragraphs. (Active) **Course-Level SLO Status:** Active			

NCEL 447:ADVANCED VOCABULARY DEVELOPMENT FOR READING & WRITING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
Word Application and Usage - Recognize collocations, roots and affixes. **Course-Level SLO Status:** Active **Start Date:** 04/29/2019			
Learning Process - Use new vocabulary correctly in sentences, paragraphs, short compositions, and short responses to comprehension questions. **Course-Level SLO Status:** Active **Start Date:** 04/29/2019			

NCEL 470:LOW TO INTERMEDIATE VOCATIONAL ESL FOR FOOD WORKERS

Course-Level SLOs	*Assessment Methods*	*Assessment Findings/Reflections*	*Action Plans*
SLO 1: Comprehension and production of food related language. **-** Listen to and verbally respond to varied aural input related to food (conversation, short talks, requests). **Course-Level SLO Status:** Active **Start Date:** 01/02/2017	**SLO Assessment Results**	**Year This Assessment Occurred:** 2020-2021 **Result:** Target Met · Assessments – This SLO was assessed 3 times, once on 1. Week 4 (for conversations and short talks) Students work in groups and present a three-course meal they came up with together. They were supposed to prepare together and take turns presenting their ingredients and each course. Most of them did well except one who needed a lot of help from her group. 2. Week 6 (listening) Students watch a video on how to make tamales. They then have to use the verbs used in the videos to describe the process. 3. Week 9 (for requests) Students respond in these questions: what do you say when you don't understand something in class, need help to carry something, or want to switch shifts with coworkers? 4. Also, observation of students' conversations throughout the quarter (I did not document this for each student, but I think is an important point of reference too). · # of student that participated – 12, 8, 8 (14 students participated at least once) · # of students that passed – 11, 8, 8 (# of students that got 70% or better) · Reflection: When I planned the course, the schedule and sequence was mostly built to make sure this SLO is a success (of course, also the other one). I decided to use multiple activities and assignments to get a more accurate view of the progression and improvement, but the majority of this class, with the exception of 2 students (one of them did not show up on the day we did the first assessment), were able to engage in some level of conversation related to food already. The one student who didn't past the first	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
	SLO Assessment Results	assessment

was at a much lower level, but she was able to finish her part of the presentation with some help. I was able to see significant improvements for those 2 students though. However, it is difficult to quantify conversational improvements without documenting regularly while monitoring the conversations.

I like this SLO because we can do a lot of fun things with it, but low to intermediate is quite broad, and because of that, defining if they "pass" or not can be quite arbitrary. Though it is an advantage of non-credit classes, this can also be difficult for certain types of students who want a more tangible measure of their success. In the future, if I were to teach this class again, I might consider developing a more concrete rubrics for a few "levels of success or improvement" to measure. (03/26/2021) | |
| **SLO 2: Recognize safety signs and language -** Recognize and understand common written safety signs and spoken safety language.

Course-Level SLO Status: Active

Start Date: 01/02/2017 | **SLO Assessment Results** | **Year This Assessment Occurred:** 2020-2021
Result: Target Met
Assessments – Yuhan Kuo did 3 assessments for different parts of this SLO. All 3 assessments were done on week 5.

1. Right Chef, Wrong Chef: Students were shown a video of a chef performing unsafe practices, and they respond in writing on the chef did wrong. (Offline assignment)

2. Showing series of Safety Signs to students and see if they recognize all of them. (In class activity)

3. Conversation Questions: What is something you learned about personal safety at work? How do you keep yourself and others safe at work? What is one thing that you're always careful about? (students respond with their safety language)

· # of student that participated – 7, 11, 6 (11 students at least participated once)

· # of students that passed – 7, 11, 6 (# of students that got 70% or better) | |

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans

SLO Assessment Results

· Reflection: For the signs and safety language, since the class is generally from Bon Appétit, these are essential knowledge they already know, even if their English levels weren't too high. Throughout the quarter, there were also more indications from conversations and activities that show their familiarity with this SLO (though that would be a lot harder to quantify). If we were to have students who wanted to go into food service industry, these may be more helpful, but I would imagine their employers would want to train them regardless. A few students still find part of the safety helpful as a "good review" afterwards, especially when they need to train others (one of the students actually had to right after we went over it), but in general, I felt lack of interest from students when we talk about these topics.

This is still essential knowledge for an introductory class despite our student population, so I'm not really sure what we can do about it. (03/27/2021)

NCEL 471:INTERMEDIATE TO ADVANCED ESL FOR FOOD WORKERS

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1: Comprehension and production of food preparation and safety language. - Listen to and verbally respond to varied aural input related to food preparation and safety (conversation, short talks, requests). **Course-Level SLO Status:** Active **Start Date:** 01/02/2017			
SLO 2: Understanding of measurements and recipes. - Demonstrate in writing an understanding of measurements and common recipes terms. **Course-Level SLO Status:** Active **Assessment Cycles:** End of Quarter **Start Date:** 01/02/2017			
SLO 3: Engage with customers. - Listen to and respond to varied aural input related to customer interactions (requests, complaints, questions). **Course-Level SLO Status:** Active **Start Date:** 01/02/2017			
SLO 4: Job advocacy language. - Verbally produce language needed for job advocacy (prepare short spoken conversation requesting time off, a raise, etc.). **Course-Level SLO Status:** Active **Start Date:** 01/02/2017			

NCEL 480:ESL FOR JOB SEARCHING

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1: Job search techniques. - Effectively use common job search techniques (key words in search engines, Craigslist). **Course-Level SLO Status:** Active **Start Date:** 01/02/2017	**SLO Assessment Results**	**Year This Assessment Occurred:** 2017-2018 **Result:** Target Met This SLO had the same results as the previous quarter and was copied and pasted. 10 students participated. 100% of students passed with 70% or better. This assessment was very informal and done on a one-on-one basis in the last 2 - 3 classes. I walked around and asked each student to do some online research into 1-2 jobs they were interested in, using Craigslist and/or onetonline.org. This SLO had a high pass rate in part because the students that took the class were very high level. The majority of students had degrees in their own countries, were quite tech savvy, and many had done some job searching already in the U.S. The SLO also had a high pass rate because this was something that we worked on starting very early in the course. We started to use onetonline.org very quickly in class, so they could have a means of looking up the skills needed for a job and the job's outlook. This helped them learn terms associated with different fields and specific careers. We used Craigslist as well as specific companies job sites, such as Google. I'm happy with this SLO as it is very necessary for the job search and something that students can become very adept at with practice. (05/16/2018) **Year This Assessment Occurred:** 2017-2018 **Result:** Target Met 17 students participated. 100% of students passed with 70% or better. This assessment was very informal and done on a one-on-one basis in the last 2 - 3 classes. I walked around and asked each student to do some online research into 1-2 jobs they were interested in, using Craigslist and/or onetonline.org. This SLO had a high pass rate in part because the students that took the class were very high level. The majority of students had degrees in their own countries, were quite tech savvy, and many had done some job searching already in the U.S. The SLO also had a high pass rate because this	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
	SLO Assessment Results	was something that we worked on starting very early in the course. We started to use onetonline.org very quickly in class, so they could have a means of looking up the skills needed for a job and the job's outlook. This helped them learn terms associated with different fields and specific careers. We used Craigslist as well as specific companies job sites, such as Google. I'm happy with this SLO as it is very necessary for the job search and something that students can become very adept at with practice. (01/27/2018)	
SLO 2: Interviewing skills. - Understand and respond to typical interview questions in mock interview. **Course-Level SLO Status:** Active **Start Date:** 01/02/2017	**SLO Assessment Results**	**Year This Assessment Occurred:** 2017-2018 **Result:** Target Met 10 students participated. 100% passed with 70% or better. I did 20 mins mock interview with each student. I asked them questions from a list of common interview questions that we had worked on in class. The students were tested on their understanding of the question and clarity and relevance of their answer. As stated in the first SLO assessment - this SLO is hard to quantify. It just says, "take part in mock interview" and really offers no suggestions as to what should be tested. I need to decide how to make the slow more testable. Maybe say that the students need to understand the interview questions asked of them and must answer the questions in a clear manner. I am not sure if that is every easy to quantify either. Again, the students in this class were all high level, so the interview was an easier process for them than it would be for lower level students. For the most part, the students were all able to understand and answer the interview questions and follow up questions. This quarter we worked much more on the mock interview. Even though the students were very high level last quarter, the students were able to reach the 70%, it was still challenging for them to answer nonspecific questions, such as "Tell me about yourself." This quarter we worked much more on interview questions and especially the more open-ended types of questions. We started sooner on interview questions, practiced more, and tried to prepare more. They still had some grammar issues/pronunciation issues but all the practice seem to help them feel more comfortable.	

| | **SLO Assessment Results** | As stated in the lsat SLO assessment, the SLO could be more specific manner, so what is being tested is more obvious. (05/16/2018) | |

Year This Assessment Occurred: 2017-2018
Result: Target Met
16 students participated. 100% passed with 70% or better. I did 20 mins mock interview with each student. I asked them questions from a list of common interview questions that we had worked on in class. The students were tested on their understanding of the question and clarity and relevance of their answer. This SLO is hard to quantify. It just says, "take part in mock interview" and really offers no suggestions as to what should be tested. The SLO need to be rewritten to be more specific.

Again, the students in this class were all high level, so the interview was an easier process for them than it would be for lower level students. The students were all able to understand and answer the interview questions and follow up questions. We had gone over common questions and ways to respond as a class and in pairs. That said, there were plenty of difficulties. The difficulties involved some grammar mistakes when answering the questions but also involved some pragmatics. Many of the students had difficulty engaging in the sort of "small talk" and rapport building that takes place in an interview and were more comfortable just listing their career accomplishments. The question, "Tell me about yourself" made this issue apparent.

The SLO needs to be written in a more specific manner, so what is being tested is more obvious. In the future, I will need to work more with the students on how to engage in some small talk about themselves as is common in an American interview. (01/27/2018)