

Annual Instructional Program Review Template for 2011-2012  
**Introduction to The Program Review Process for Instructional Programs**

Program Review at Foothill College

Purpose

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

Process

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

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

**Foothill College Program Review Cycle:**

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

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<b>Basic Program Information</b>
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Department Name: English as a Second Language (ESL)

Program Mission(s):

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

Program review team:

Name	Department	Position
Rita Wong	ESL	Coordinator (Article 19)
Falk Cammin	ESL	Instructor (Full-time)
Najwa Jardali	ESL	Instructor (Full-time)
Ali Khejjou	ESL	Instructor (Full-time)
Richard Morasci	ESL	Instructor (Full-time)
Keith Pratt	ESL	Instructor/Full-time
Diane Uyeda	ESL	Instructor (Full-time)
Karen Sid	ESL	Instructor (Part-time)

Programs\* covered by this review

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

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

\*\*Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

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### Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

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

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
n/a				

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
n/a				

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
<b>Enrollment</b>	2,476	2,560	2,819	10%
<b>Productivity (Goal: 546)</b>	391	350	350	-0%
<b>Success</b>	88%	89%	90%	
<b>Full-time FTEF</b>	6.6	7.4	5.9	-20%
<b>Part-time FTEF</b>	4.5	5.6	7.9	41%
<b>Full-time Staff</b>	9	8	8	-11%
<b>Part-time Staff</b>	10	10	12	20%

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
<b>ESL 25/ESLL 25</b>	388	336	88%	408	325	88%	441	292	91%
<b>ESL 26/ESLL 26</b>	385	340	83%	373	313	83%	578	352	87%
<b>ESL 136</b>	13	233	100%						
<b>ESL 137</b>	8	144	100%						
<b>ESLL 200A</b>				82	246	95%	38	285	82%
<b>ESLL 200B</b>				44	165	84%	35	265	91%
<b>ESL 145</b>	32	479	75%						

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<b>ESL 146</b>	70	377	81%						
<b>ESL 147</b>	91	376	79%						
<b>ESLL 210A</b>				98	294	93%	85	426	84%
<b>ESLL 210B</b>				50	250	86%	85	438	92%
<b>ESL 155</b>	45	337	78%						
<b>ESLL 225</b>	74		100%	40		100%	21	315	95%
<b>ESL 156/ ESLL 226</b>	148 33	356	89% 100%	149 39	393 97%	92%	157	262	89%
<b>ESL 157/ESLL 227</b>	157 No data	367	85%	123 No data	330	87%		125	313
<b>ESL 158/ ESLL 228</b>				14		100%	18		100%
<b>ESL 165/ESLL 235</b>	34	255	97%	83	311	89%	51	278	88%
<b>ESL 166/ESLL 236</b>	350 7 (?)	413	90% 100%	342	398	87%	387	366	89%
<b>ESL 167/ESLL 237</b>	313 5 (?)	348	90% 100%	334	317	90%	353	295	92%
<b>ESL 176/ESLL 246</b>	55 19	274	84% 100%	49	246	84%	46	220	85%
<b>ESL 177/ESLL 247</b>	58 4 (?)	292	95% 100%	58	288	91%	60	277	88%
<b>ESL 186/ESLL 248</b>	60	298	80%	77	380	78%	64	320	75%

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

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

- Enrollment in the upper levels – ESLL 236, ESLL 237, ESLL 25 and ESLL 26 - of our program has increased steadily in the past three years.
- Enrollment in ESLL 210A and ESLL 210B, two courses the level below ESLL 236 and ESLL 237, has also been strong. These two classes, eight units each, replaced ESL 145, ESL 146 and ESL 147, which were five units each. By integrating three courses into a two-quarter course, we have been able to provide instruction in

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speaking/listening skills, which previously many students avoided because it was taught in a separate, elective class. In addition, students have two quarters in which to develop their language skills instead of one.

- Enrollment in the lowest level – ESLL 200A and ESLL 200B, which increased significantly in 2009-10, declined in 2010-2011.
  - Enrollment in the elective support courses for the upper levels – ESLL 235, ESLL 246, ESLL 247 and ESLL 248 – all increased in 2009-2010 over 2008-2009 and all decreased relative to 2009-2010 in 2010-2011 but except for ESLL 246, were all higher than it was in 2008-2009.
  - ESLL 225, which is an elective speaking/listening course, has had uneven enrollment. The statistics reflect that fact that it was not offered every quarter.
2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.)
- a. AA, AS, transcriptable certificates
  - b. Local, non-State approved certificates
  - c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.
- Not applicable to our department.
3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)
- As our enrollment is capped at 30 because of the nature of our courses, our productivity is always going to be below 546. Also, the data reflects the fact that during this three-year period, the college was in growth mode over productivity to capture students.
4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)
- Enrollment in ESLL 200A and ESLL 200B has been difficult to capture in recent years. We have had to offer only one section of each, when previously we had offered one section in the evening and one in the day. In the Fall quarter, we also collapsed A and B in order to accommodate all of the students who were placed in these classes.

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- Enrollment in the elective speaking class ESLL 225 has been too low to offer, except when a specific instructor teaches it. It suffers from the same fate as ESL 145 did, being an elective and focusing on speaking/listening skills, which many students do not think they need.

### 5. Curriculum and SLOs

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?
  - All of our course outlines are up-to-date.
- b. Comment on program mapping and how it ties to the college Mission(s).
  - The ESL program enables students to access educational opportunities at Foothill College by helping them develop the linguistic and cultural proficiency to do so. Students enrolled in the program have diverse goals whether they are to learn about our community, state, and nation in order to participate fully in our society; to acquire certificates in the Allied Health program; or to transfer to four-year universities after which some remain in the U.S. while others return to the larger global community. In short, the ESL program supports the college's four-pronged mission of basic skills, career preparation, lifelong learning and transfer.
- c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.
  - The ESL program does not overlap with any other program at Foothill.
- d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
  - Within the discipline of English as a Second Language, Foothill remains at the forefront of teaching writing. We recently added a new course to support the need for advanced reading skills at the top levels. Where the curriculum may need modification is in the area of pronunciation and general oral communication skills, where the challenge is in demonstrating this need to students and faculty.
- e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?
  - All of our courses have SLOs identified.

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6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):
  - ESL as a program is defined by the state as part of Basic Skills although in practice, it is different from Basic Skills in that the student populations, academic backgrounds, language skills, and language acquisition processes are different. The development of English language skills is in practice basic skills, as all learning in English depends on it.
7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)
  - The highest level, ESLL 26, satisfies the English composition requirement for the AA/AS/AA-T and AS-T degrees. In addition, the course satisfies the English composition requirement for CSU GE/Breadth certification. The course is also transferable to UC as an elective. All of the courses that lead up to ESLL 26 develop the skills necessary to succeed in this course.
8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)
  - ESLL 26 is one of the prerequisites for the Allied Health program.

**Section 2. Learning Outcomes Assessment Summary**

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

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

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

- Reports from the old CMS as well as TracDat are attached.

**Section 2 Continued: SLO Assessment and Reflection**

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

1. We would have more accurate assessments if we had 100% participation from instructors. For example, only two instructors of ESLL 25 and ESLL 26 were involved in the last cycle of SLO assessments. Typically, we have five to seven sections of these classes.
2. For ESLL 25, the essays were inconsistent in meeting the SLO, suggesting that there needs to be efforts to ensure that all instructors know what the SLO is and how to help their students achieve this outcome.
3. At other levels, suggestions were made to revisit the SLOs as well as the means of assessing them.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

For ESLL 200B, the suggestion was to use an integrated textbook. For ESLL 210A, the suggestion was to incorporate review more frequently throughout the course.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

All of the SLOs appear to be consistent with the abilities of the students in each class.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Other than an increased awareness of SLOs among participating faculty as a result of departmental discussions, there are no other data to support any claims of improvement in student learning in the program.



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2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

Not applicable to our program.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Not applicable.

2.4 Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
<b>1 Recommend addition of a FT ESL generalist</b>		Basic Skills	A full-time instructor can help assess the viability of creating non-credit classes at the lowest level that dovetail into the academic pathway of the ESL program.
<b>2 Recommend addition of a FT ESL composition instructor</b>	ESLL 25 SLO 1, ESLL 26 SLO 2	Transfer	A much-needed full-time instructor can help achieve the SLO, resulting in students acquiring the reading and writing skills that they need to succeed in a four-year university.
<b>3 Recommend addition of a FT an ESL generalist</b>		Work Force	A full-time instructor can help investigate work force needs and help create curriculum that support these needs.
<b>4 Recommend addition of a FT ESL composition instructor and an ESL generalist</b>		Stewardship of Resources	Two full-time instructors are needed in our ESL program, whose ratio of full-time to part-time faculty is rapidly decreasing, resulting in a declining

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			ability to maintain core standards. In addition, we need leadership in developing new ways ESL programs can be integrated with other programs on campus.
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**Section 3: Program Goals and Rationale**

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The ESL program is fundamental to the college core missions of Basic Skills, Transfer, and Workforce preparation. Without this preparation, ESL students would be taking college courses without the language skills that are essential to their success.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
<b>1 Hire new faculty</b>	2010	We received approval for a FT instructor, launched a search, and got as far as recommending two candidates to the president, but the process was aborted at that point. In 2011, we requested a FT instructor, but our request was rejected.	We would like to persist in our request for a much needed FT ESL instructor.
<b>2 Request support for a department coordinator.</b>	2010 and onward	We have had a department coordinator each quarter until Spring 2011. A coordinator was not funded for Fall 2011 until the last minute.	We would like to have a permanent department coordinator.
<b>3 Request funds for support services.</b>	2010 and onward	We started working on developing workshops. One workshop on developing oral presentation skills was	We would like to request funds to support participation by part-time instructors in

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		completed.	discussions of standards and compliance with the course outlines.
<b>4. Improve testing, placement and enrollment procedures</b>	2010 and onward	We tried to work with testing and placement and the registrar's office to make improvements in these processes.	Perhaps with a new researcher, we will be able to resume our efforts to improvement testing and placement. Also, with a new vice president overseeing enrollment procedures, we can also resume our efforts in this area as well.

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3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
<b>1. Hire a FT composition instructor</b>	2012		The maintenance of core standards depends on a high ratio of FT to PT instructors. Student success in ESL composition affects student success in all college courses, transfer and career.
<b>2. Hire a FT generalist</b>	2012		The maintenance of core standards depends on a high ratio of FT to PT instructors. A generalist is needed to develop ways to improve access for low-level students and to create new career pathways for ESL students.
<b>3. Request retention of department coordinator</b>	2012		The maintenance of program standards requires a department coordinator.
<b>4. Request support services fund</b>	2012		Maintenance of standards.
<b>5. Advocate improvement of testing, placement and enrollment procedures.</b>	2012		

**Section 4: Program Resources and Support**

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4.1 Using the tables below, summarize your program's resource requests.

### Full Time Faculty and/or Staff Positions

<b>Position</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
<b>Full-time faculty</b>	\$60,000+	See 3.3.1.	
<b>Full-time faculty</b>	\$60,000+	See 3.3.2.	

### Reassigned Time

<b>Position</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
<b>ESL Department Coordinator</b>		See 3.3,3	

### B Budget Augmentation

<b>B Budget FOAP</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
<b>N/A</b>			

### Facilities and Equipment

<b>Facilities/Equipment Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
<b>N/A</b>			

### One-time/Other: (Release time, training, etc.?)

<b>Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
<b>Funds for part-time instructors to participate in SLO tasks</b>	\$1,000	3.3.4	

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**Section 5: Program Strengths/Opportunities for Improvement**

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

	<b>INTERNAL FACTORS</b>	<b>EXTERNAL FACTORS</b>
<b>Strengths</b>	We have a comprehensive ESL program for students at six levels of proficiency and a highly-educated and experienced faculty.	The enrollment of international students is subject to political factors while the enrollment of domestic students is subject to tuition increases.
<b>Weaknesses</b>	<p>The percentage of courses taught by full-time faculty has increasingly declined. In 2008, the full-time FTEF was 6.6. In 2010, it was 5.9. By contrast, the part-time FTEF was 4.5 in 2008 and 7.9 in 2010. In other words, 41% of classes was taught by part-time instructors. That percentage will increase in 2011-2012 with the retirement of two full-time instructors in 2011. At the same time, enrollment has increased from 2476 in 2008 to 2819 in 2010.</p> <p>A lot of time is spent on recruiting and orienting part-time faculty, some of whom teach for only one or two quarters, resulting in cycles of recruitment and orientation.</p> <p>With 41% of classes taught by part-time instructors, it has been difficult to uphold standards or implement curricular changes because most part-time instructors do not attend department meetings. We also have not had 100% participation in the articulation of Student Learning Outcomes or the subsequent assessment and reflection of them.</p>	

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	<p>A department coordinator, while essential for our program, is of even greater necessity when the ratio of part-time to full-time faculty is large. A weakness in our structure is that the position of coordinator is impermanent and depends on whether or not the dean has the funds to assign released time for a faculty member to assume the responsibilities of coordination.</p>	
<p><b>Opportunities</b></p>	<p>The availability of new “Smart” classrooms offer opportunities to explore new ways of teaching and learning.</p>	
<p><b>Threats</b></p>	<p>The inability of the ESL program to get approval for a full-time instructor is a major threat to the integrity of the program. The increasing ratio of part-time to full-time instructors make it increasingly difficult to maintain standards and compliance to course outlines and to offer student support.</p>	

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

- The increasing ratio of part-time to full-time instructors will increase in the coming years. Two instructors retired in 2011 (which is not reflected in the data for this report), and another retirement is anticipated in 2012. On the basis of 12 part-time instructors in 2010-2011 to an anticipated 5 full-time instructors, the ratio of part-time to full-time instructors will fall to less than 50% by Fall 2012. It is imperative that one, if not two ESL full-time instructors, be in place by Fall 2012.

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

- The low enrollments in the ESLL 200A, ESLL 200B levels is a concern. When we cannot offer these courses because of low enrollment, these students are eligible to take the courses at the next level. Their enrollment in this level negatively alters the instruction and may prevent students who are eligible for this level to enroll in the course. We have been discussing the possibility

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to modifying the curriculum to make these courses more accessible to students at this level, e.g., breaking them up into smaller modules; offering them at various off-campus sites. We need an additional full-time instructor to assist in this effort.

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

- With the exception of our request for a department coordinator and funding of one workshop development, the rest of the recommendations – for a full-time instructor, for improved testing, placement and enrollment procedures, and for funding for part-time instructors' attendance at meetings – has not been successfully addressed.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

- We have a robust composition program with supporting electives in the areas of oral communication skills, reading, vocabulary developing, grammar and editing. We are also adding a new reading course to be offered in Fall 2012. The courses that lead up to the first composition level are also thriving, with the exception of the lowest level courses. Our enrollments and success rates are high across all three of the reporting years at 2,476, 2,560, and 2,819 and 88%, 89% and 90% respectively. In sum, our program is vigorous and academically productive.

## Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

Like all the departments in Language Arts, the ESL department's strengths lie within the faculty. To a one, the faculty of the ESL department are deeply committed to serving the particular student populations that make up our ESL program. It's clear from the program review that whether it is international students or local, non-native speakers, the ESL faculty are determined to help them reach their educational goals.

The data show that the ESL program is growing in terms of full time equivalent students, and that this growth is coming primarily from increasing numbers of international students attending Foothill. This population tends to pool into the top three levels of the ESL sequence, especially into the top two levels of the sequence, ESLL 25 and 26.

While enrollment in the lower part of the ESL sequence has fluctuated, the faculty have demonstrated a willingness to explore ways of better serving and stabilizing this student



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population. The reworking of the entry level curriculum was a major undertaking in this area and initially it did show promise with rather robust enrollments.

Overall the ESL program is undergoing change both in terms of faculty turn over and in terms of curriculum refinement.

### 6.2 Areas of concern, if any:

Declining enrollments in the classes below 236 and 237 continue to be a problem and these courses are not sustainable. The lower level courses do appear to be an area where we might serve students with a greater development and deployment of non-credit courses.

The loss of alternative credit is also a concern, particularly for our lowest performing students. And the need for some support for students enrolled in the upper level, composition courses is an ongoing need.

The need for more full-time faculty is clearly evident in the data. Recent retirements coupled with increasing numbers of students has tilted the part-time to full-time faculty ratio up a third. And while the program review argues that the need is greatest for a full-time ESL generalist, the increasing number of students placing into the top two classes in the sequence speaks to the need for a composition specialist.

### 6.3 Recommendations for improvement:

The hiring of a full-time composition specialist will address the part-time to full-time faculty ratio.

The development of noncredit curriculum to replace our lowest level classes, those below 236/237, could transform enrollment and serve a population of students we have historically not been able to serve. In particular, a sequence of noncredit courses could attract and retain students at the Middlefield campus. Noncredit courses could also be developed that run parallel to the credit bearing classes that would provide assistance to students who might otherwise have earned alternative credit. Also, the development of noncredit supplemental learning modules would be a way of offering support to students that are enrolled in ESLL 237 and higher.

### 6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

# Unit Course Assessment Report - Four Column

## Foothill College

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - English for Second Language Learners (ESLL) - ESLL 200A - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE I - SLO 1 - Simple sentences - Produce simple sentences using appropriate forms of the simple present, simple past, present progressive, will and be going to future. (Created By Department - English for Second Language Learners (ESLL)) <b>Assessment Cycles:</b> 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active			
Department - English for Second Language Learners (ESLL) - ESLL 200A - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE I - SLO 2 - Verb tense - Ask and answer questions using the present and past. (Created By Department - English for Second Language Learners (ESLL)) <b>Assessment Cycles:</b> 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - English for Second Language Learners (ESLL) - ESLL 200B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE II - SLO 1 - Identification of topics and ideas - Write simple sentences to identify topics, main ideas and supporting ideas in readings of two or three simple paragraphs. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 200B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE II - SLO 2 - Written application of vocabulary - Apply words learned by using them to write original sentences. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 210A - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE III - SLO 1 - verb tense - Ask and answer questions using the present, past and future. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Students were required to ask yes/no questions about given statements. Students were required to ask wh- questions about the subject or predicate of given statements.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of the students passing with a grade of 70% or better</p>	<p>12/01/2011 - 71% of the students passed the test with 75% and better.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - English for Second Language Learners (ESLL) - ESLL 210A - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE III - SLO 2 - Vocabulary application - Apply words learned by using them to write original sentences. (Created By Department - English for Second Language Learners (ESLL))  <b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Assessment Method:</b> Students were required to write 3 sentences one of which included a vocabulary word in its given form. Their 3 sentences were to give a context that showed they understood the meaning of the targeted word. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70% of the students would use the words correctly, in meaning and form, 75% of the time.	11/22/2011 - Students met the target. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	01/20/2012 - The 3 sentence requirement worked well in providing a context for and in showing the students correct usage of the targeted vocabulary word.
<b>Course-Level SLO Status:</b> Active			
Department - English for Second Language Learners (ESLL) - ESLL 210B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV - SLO 1 - Identification of topics and ideas - Identify topics, main ideas and supporting details in readings of four to eight paragraphs. (Created By Department - English for Second Language Learners (ESLL))  <b>Assessment Cycles:</b> 2011-2012 2012-2013			
<b>Course-Level SLO Status:</b> Active  Department - English for Second Language Learners (ESLL) - ESLL 210B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV - SLO 2 - Vocabulary application - Apply words learned by using them to write original sentences. (Created By Department -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 210B - FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV - SLO 3 - Written response to readings - Write short, reflective responses to readings. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 225 - DEVELOPING LISTENING/SPEAKING SKILLS - SLO 1 - Reading popular media - Analyze articles written for a general audience, such as those appearing in Newsweek or Time Magazine. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 225 - DEVELOPING LISTENING/SPEAKING SKILLS - SLO 2 - expository essays - Write</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>an expository essay based on one or more texts. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 226 - HIGH-INTERMEDIATE GRAMMAR - SLO 1 - Sources - Correctly use modals in the past and present: advisability, regret and certainty (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2010-2011</p> <p><b>Start Date:</b> 10/28/2011</p> <p><b>End Date:</b> 10/29/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students were given a writing prompt eliciting the use of all verb tenses, aspects and modals</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Students to use appropriate forms of all verb tenses, aspects and modals correctly 75% of the time.</p>		
	<p><b>Assessment Method:</b> There are 10 questions where students have to fill in the blanks with the correct tense of the verbs given.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 75% of the students received scores of 75%</p> <p><b>Related Documents:</b> <a href="#">SLO 1: Tenses-Present and Past</a></p>	<p>01/20/2012 - 65 students tested 26 scored 75% or better 39 scored below 75% (in one class only 6 students failed)</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Classes below this level should not be canceled.</p> <p><b>IL-SLO Reflection:</b> Students will be able to better understand spoken and written English. In addition, students would better be able to communicate to the outside world.</p>	<p>01/20/2012 - 1. Classes below this level have been canceled very often; therefore, ESLL 226 often has many students who should actually be taking a lower level class. They may not be prepared to learn these tenses and modals.</p> <p>2. The SLOs being tested had been taught much earlier in the quarter. Perhaps more students would have done better after a general review before the final exam.</p> <p>3. One instructor had chosen a grammar book that didn't include modals. As a result, modals weren't taught until the SLO testing tool was presented to the instructor.</p> <p>4. I was not teaching the course, but I believed that the tests were not too difficult. I sent out the tests to the instructors to get their feedback, and they also thought that the tests were</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			<p>not too difficult for testing the SLOs.</p> <p>5. Perhaps the instructors should be reminded at the beginning of the quarter which SLOs are going to be tested that quarter. (I know that this should not make any difference, but this would have alerted one instructor that the textbook was deficient in regard to modals.) We should encourage instructors to print the SLOs on their green sheets.</p> <p>6. Instructors should be encouraged to read the course outline before teaching the course. The SLOs should also be on the course outline.</p> <p>7. It was very unclear to me how the SLOs should be met. In stead of "Students should use the present perfect and simple past tenses 75% of the time correctly and meaningfully," it would be clearer to say, "70% of students were able to use the present perfect, simple past, and past progressive tenses 70% of the time." The target should be lowered to 70% because that is the minimum passing score.</p> <p>8. It is unrealistic to test with a writing prompt at this level. A fill-in-the-blank assessment tool would be sufficient. I used such a test.</p>
		<p>10/13/2011 - Students met the target.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2010-2011</p>	<p>10/21/2011 - Teachers need to coordinate more closely and decide on whether or not students write a first draft of the assigned SLO prompt before the SLO writing task takes</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p><b>Resource Request:</b> Prompt needs to be more clearly and narrowly defined.</p>	<p>place.</p> <hr/>
<p>Department - English for Second Language Learners (ESLL) - ESLL 226 - HIGH-INTERMEDIATE GRAMMAR - SLO 2 - - Correctly use the present perfect, simple past and past progressive. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 10/28/2011</p> <p><b>End Date:</b> 10/29/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Fill in the blank to assess tenses.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of students will be able to answer 8 of 10 blanks correctly.</p> <hr/> <p><b>Assessment Method:</b> Students were given a writing prompt that elicited the use of the present perfect and simple past tenses</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students should use the present perfect and simple past tenses 75% of the time correctly and meaningfully</p>	<p>01/19/2012 - 65 students tested 29 scored 75% or better 36 scored below 75% (in one class only 5 students failed)</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> We should make sure that the lower levels are not canceled.</p> <p><b>IL-SLO Reflection:</b> (Four Cs reflection)</p>	<p>01/19/2012 - 1. Classes below this level have been canceled very often; therefore, ESLL 226 often has many students who should actually be taking a lower level class. They may not be prepared to learn these tenses and modals.</p> <p>2. The SLO?s being tested had been taught much earlier in the quarter. Perhaps more students would have done better after a general review before the final exam.</p> <p>3. I was not teaching the course, but I believed that the tests were not too difficult. I sent out the tests to the instructors to get their feedback, and they also thought that the tests were not too difficult for testing the SLO?s.</p> <p>4. Perhaps the instructors should be reminded at the beginning of the quarter which SLO?s are going to be tested that quarter. (I know that this should not make any difference, but this would have alerted one instructor that the textbook was deficient in regard to modals.) We should encourage instructors to print</p>



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			<p>the SLO?s on their green sheets.</p> <p>5. It was very unclear to me how the SLO?s should be met. In stead of "Students should use the present perfect and simple past tenses 75% of the time correctly and meaningfully," it would be clearer to say, "70-75% of students were able to use the present perfect, simple past, and past progressive tenses correctly 70-75% of the time."</p> <p>6. It is unrealistic to test with a writing prompt at this level. A fill-in-the-blank assessment tool is sufficient. I used such a test.</p>
<p>Department - English for Second Language Learners (ESLL) - ESLL 227 - HIGH-INTERMEDIATE READING SKILLS - SLO 1 - Identifying main idea - Identify the main idea of an appropriate text of approximately 500 words. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2010-2011</p> <p><b>Start Date:</b> 10/28/2011</p> <p><b>End Date:</b> 10/29/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> In the final exam, students were given an article to read, and asked to identify the main idea of the reading.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% of the students passing with a 'C' grade or better.</p>	<p>12/20/2011 - 80% of the students met the target for success.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p>	
<p>Department - English for Second Language Learners (ESLL) - ESLL 227 - HIGH-INTERMEDIATE READING SKILLS - SLO 2 - Vocabulary application - Use vocabulary words learned throughout the quarter to complete sentences (Created By</p>	<p><b>Assessment Method:</b> As part of the final exam, the students were given a list of 30 vocabulary words learned from the textbook and a list of 20 sentences containing blanks. The students needed to use the appropriate vocabulary to complete</p>	<p>12/20/2011 - 80% of the students passed with a 'C' or better. The target was met.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>10/11/2011 - Though the students used the new terms in their correct meaning, they did make errors in word form. I.e., they would use a noun as a verb or a verb as an</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Start Date:</b> 06/15/2011</p> <p><b>End Date:</b> 10/12/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>the sentences.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of the students passing with a 'C' or better.</p>	<p><b>Resource Request:</b> None</p>	<p>adjective. We suggest to clarify the SLO prompt to reflect the Department's expectation of grammatical accuracy.</p> <hr/>
<p>Department - English for Second Language Learners (ESLL) - ESLL 228 - DEVELOPING LANGUAGE SKILLS FOR INTERNATIONAL STUDENTS - SLO 1 - listening skills - Respond to varied types of aural input (instructions, telephone messages, conversations, short talks). (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 228 - DEVELOPING LANGUAGE SKILLS FOR INTERNATIONAL STUDENTS - SLO 2 - social interaction - Participate in social interactions and group discussions. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - English for Second Language Learners (ESLL) - ESLL 235 - LISTENING/SPEAKING FOR ACADEMIC PURPOSES - SLO 1 - lecture summary - Summarize a lecture. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 235 - LISTENING/SPEAKING FOR ACADEMIC PURPOSES - SLO 2 - group discussion participation - Participate in group discussions based on lectures. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 236 - ADVANCED GRAMMAR - SLO 1 - Simple sentences - Produce simple sentences using appropriate forms of the simple present, simple past, present progressive, will and be going to future. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - English for Second Language Learners (ESLL) - ESLL 236 - ADVANCED GRAMMAR - SLO 2 - Verb tense - Ask and answer questions using the present and past. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 237 - BASIC COMPOSITION SKILLS - SLO 1 - reading - Analyze rhetorical strategies (i.e. techniques and strategies used by the writer to express main idea/s, context, audience, purpose) in readings. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 237 - BASIC COMPOSITION SKILLS - SLO 2 - writing - Write a unified and cohesive piece of extended written discourse containing multiple paragraphs. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Learners (ESLL) - ESLL 246 - APPLIED GRAMMAR &amp; EDITING SKILLS - SLO 1 - Error profile - Develop an individual error profile. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2010-2011</p> <p><b>Start Date:</b> 06/08/2011</p> <p><b>End Date:</b> 10/11/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students compile an error log of mistakes made in their academic writing.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Students identify frequently recurring errors in their writing.</p>	<p>10/25/2011 - Students were able to identify distinct errors in their writing, but were unable to identify and address multiple sentence structure and vocabulary usage errors. Students did not have the awareness to do so.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Develop syllabus and materials to meet needs beyond distinct grammar mistakes contained in the textbook.</p>	
<p>Department - English for Second Language Learners (ESLL) - ESLL 246 - APPLIED GRAMMAR &amp; EDITING SKILLS - SLO 2 - error elimination - Eliminate errors identified in the individual error profile. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Start Date:</b> 06/15/2011</p> <p><b>End Date:</b> 10/12/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> After submitting Error Logs (Profiles) that had been created over the course of the quarter, students were given a text, which contained errors identified in their error logs. Students were to identify and correct these errors. 100%-90% of error identification and correction resulted in an A, 89-80% of error identification and correction resulted in a B, 79-70% of error identification and correction resulted in a C. 69% and below produced a failing grade.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 90% of the students passing with a C or better.</p>	<p>06/15/2011 - 100% of the students passed the exam with a C or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None</p>	<p>10/11/2011 - I am not sure that this type of testing gets to the heart of the problem here. Since the students did not edit their own writing, the exercise seemed disconnected from the skill the students were developing (i.e. edit your own writing). Also, the errors that were easy for students to identify (i.e. verb tense, SV-Agreement) and that the textbook had identified as problem areas, did not reflect the actually, broader error patterns that the students exhibited in their writing such as sentence structure and word choice. I suggest refining both the SLO and the Assessment Method.</p>
<p>Department - English for Second Language Learners (ESLL) - ESLL 247 - ADVANCED VOCABULARY DEVELOPMENT FOR READING &amp; WRITING - SLO 1 - learning</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>process - Write about the process of learning new words, applying multiple strategies learned in class. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 247 - ADVANCED VOCABULARY DEVELOPMENT FOR READING &amp; WRITING - SLO 2 - word application and usage - Write original sentences using words from the Academic Word List that demonstrate an understanding of the meaning and usage of the words. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 248 - ADVANCED GRAMMAR REVIEW - SLO 1 - Grammatical error identification - Identify three patterns of grammatical errors that students tend to make. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students were asked to identify patterns of grammatical errors that they were aware they made at the beginning of the course. At the end of the course, they were asked to review the writing assignments that they had done and to reflect on what they had learned.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 70% of the students can identify patterns of errors that they make.</p>	<p>10/13/2011 - At the beginning of the course, some of the students were able to do identify their errors specifically as verb tense, subject/verb agreement, punctuation, spelling, run-on sentences, prepositions, fragments. Other students were more vague and identified their errors as "sentence structure", "structure and grammar".</p> <p>At the end of the course, some of the students were able to identify their errors more specifically: --I almost forgot when to use a, an, the. But taking this class help me to make clear of them. --After this quarter, I have a clearer idea of my problem area, which are verb tense and article</p>	<p>10/13/2011 - I think a better SLO would be that students will develop a heightened consciousness of grammar in their writing. The fact that they can identify patterns of grammar errors is fine, but what is more important is that they pay attention to grammatical details in their writing overall. There is much more than just three patterns of grammar errors.</p> <p><b>Follow-Up:</b></p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p>use. ..my writing looks like I translate from Hebrew to English even I don't mean to do it??</p> <p>However, not every student did this at the end of the course but wrote more globally about what they learned. Part of the reason may be that I did not ask them to do so explicitly but framed the task in more general terms.</p> <p><b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> Funding to support accessibility requirements.</p>	<p><b>Follow-Up:</b> 10/13/2011 - Rewrite SLO 1.</p> <hr/>
<p>Department - English for Second Language Learners (ESLL) - ESLL 248 - ADVANCED GRAMMAR REVIEW - SLO 2- Editing - Edit for patterns of grammatical errors in students' own writing. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p>	<p><b>Assessment Method:</b> At the end of the course (week 11), students reviewed the introductions that they wrote in week 1 and were asked to revise them, applying the knowledge that they had gained during the course.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 70% of the students would make demonstrable revisions to their introductions.</p>	<p>10/14/2011 - 56% of the students made demonstrable revisions to their introductions.</p> <p><b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> Funding to support accessibility requirements.</p>	<p>10/14/2011 - These results show how difficult it is for students to make revisions to their own writing without explicit guidance from an instructor. Perhaps more practice having students do so with less explicit guidance may help students learn how to do so.</p> <hr/>
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 25 - COMPOSITION &amp; READING - SLO 1 - Reading popular media - Analyze articles written for a general audience, such as those appearing in Newsweek or Time Magazine. (Created By Department - English for Second Language Learners (ESLL))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 25 - COMPOSITION &amp; READING - SLO 2 - expository essays - Write unified, coherent, well-developed expository essays incorporating information in the form of quotes and/or paraphrase from one or more texts (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 26 - ADVANCED COMPOSITION &amp; READING - SLO 1 - Sources - Evaluate, use, and document sources appropriately to develop a position on a topic. (Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 26 - ADVANCED COMPOSITION &amp; READING - SLO 2 - argumentative essay - Write an argumentative essay of at least 1,000 words articulating and developing a position on an issue discussed in one or more texts.</p>			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 265 - ALTERNATIVE CREDIT: DEVELOPING LISTENING/SPEAKING SKILLS - SLO 1 - lecture summary - Summarize a lecture.</p> <p>(Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - English for Second Language Learners (ESLL) - ESLL 265 - ALTERNATIVE CREDIT: DEVELOPING LISTENING/SPEAKING SKILLS - SLO 2 - group discussion participation - Participate in group discussions based on lectures.</p> <p>(Created By Department - English for Second Language Learners (ESLL))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			