

# ePIE Course Report - 5 Column

## Mt. San Antonio College

### ESL

**Mt. SAC Mission Statement:** The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
<p>COLLEGE PREPARATION: The ESL Department will promote instructional strategies and support services in order to facilitate transfer of noncredit student to credit programs.</p>	<p>ESL - ESL LVL1 - ESL - Level 1 - Listening Comprehension - Students will demonstrate comprehension of basic vocabulary, phrases, and commands used in everyday situations. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> By the end of the term, at least 70% of the students in Level 1 will pass the listening comprehension portion of an exam given by their Level instructor.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> Pass = 12 out of 20 listening items answered correctly.</p>	<p>06/27/2011 - 92% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>06/27/2011 - The Level 1 instructors liked that the SLO is incorporated as part of the final exam. They recommend providing students with more listening practice in class. The instructors also suggest that the passing score be raised since the passing rate was high (92%).</p>
	<p>ESL - ESL LVL2 - ESL - Level 2 - Listening Comprehension - Students will differentiate between present, past, and future events based on an audio conversation. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> By the end of the term, at least 70% of the students in Level 2 will pass the listening comprehension portion of an exam given by their level instructors.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> Pass = 12 out of 20 listening items will be answered correctly.</p>	<p>06/22/2010 - 95% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>06/22/2010 - Level 2 (Beginning-high) students seem to be improving their listening skills over time. Instructors recommend providing students with a variety of listening exercises in class as well as in a computer lab to sustain and continue to improve aural comprehension.</p>
	<p>ESL - ESL LVL3 - ESL - Level 3 - Listening Comprehension - Students will demonstrate understanding of main idea and specific content in standard English dialect on previously learned topics. (Created</p>	<p><b>Assessment Method:</b> By the end of the term, at least 65% of the students in Level 3 will pass the listening comprehension portion of an exam given by their level instructors.</p>		

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	By ESL) <b>Is this SLO also a GEO?:</b> No	<b>Assessment Method Category:</b> Course Embedded Test <b>Criterion:</b> Pass = 12 out of 20 listening items answered correctly		
	ESL - ESL LVL4 - ESL - Level 4 - Listening Comprehension - Students will be able to detect the the mood and urgency of a message based on an audio segment of a conversation. (Created By ESL) <b>Classification of Resources Requested:</b> Maintenance Need <b>Is this SLO also a GEO?:</b> No	<b>Assessment Method:</b> By the end of the term, at least 65% of the students in Level 4 will pass the listening comprehension portion of an exam given by their level instructors. <b>Assessment Method Category:</b> Course Embedded Test <b>Criterion:</b> Pass - 12 out of 20 correct	06/27/2011 - 99% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher. <b>Summary of Data Type:</b> Criterion Met <b>Summary of Data Status:</b> Closed	06/27/2011 - Level 4 students are improveing their listening skills. The Level 4 instructors used various websites to help students strengthen their listening skills. The instructors recommend doing more dictation practice in class and raising the passing score due to a high passing rate (99%).
	ESL - ESL LVL4 - ESL - Level 4 - Timeline Interview & Report - By the end of the term, 70% of the ESL students taking Level 4 will receive a passing score of 12 or higher (out of 18) on an ESL department oral rubric as measured by their instructors for their interview presentation of someone whom they did not know before taking the class. (Created By ESL) <b>Is this SLO also a GEO?:</b> No	<b>Assessment Method:</b> ESL department oral rubric for Level 4 as administered and evaluated by their classroom instructors. <b>Criterion:</b> 50% of Level 4 ESL students reporting orally will receive a passing score of 12 or higher (out of 18).		
			05/20/2008 - At the end of Fall 2006, all Level 4 instructors (8) had completed evaluating their students on a department rubric for an oral presentation.	05/20/2008 - There are still several teachers (37%) who do not supply the student score sheets in the portfolios. The ESL coordinator needs to improve communication in

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			<p>The average passing rate for the Level 4 students included in the study was 87%.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>order to get all students? scores. This project appears to be quite easily accomplished by this level of student.</p> <p>The criterion for success is being discussed to evaluate raising the level.</p>
	<p>ESL - ESL LVL5 - ESL - Level 5 - Native Speaker Interview - (Level 5) Students will be able to report orally the results of an interview with a native English speaker in the community or the workplace. (Created By ESL)</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> ESL department oral rubric for Level 5 as administered and evaluated by their classroom instructors.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> 60% of Level 5 ESL students reporting orally will receive a passing score of 12 or higher (out of 18).</p>	<p>05/20/2008 - At the end of Fall 2006, all Level 5 instructors (6) had completed evaluating their students on a department rubric for an oral presentation.</p> <p>The average passing rate for the Level 5 students included in the study was 90%.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>02/05/2007 - There are still several teachers (50%) who do not supply the student score sheets in the portfolios. The ESL coordinator needs to improve communication in order to get all students? scores. This project appears to be quite easily accomplished by this level of student.</p> <p>The criterion for success is being discussed to evaluate raising the level.</p>
	<p>ESL - ESL LVL6 - ESL - Level 6 - Listening Comprehension - By the end of the term, at least 70% of the students in Level 6 will be able to correctly answer at least 12 out of 20 listening comprehension questions given by their level instructors. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b></p>	<p><b>Assessment Method:</b> By the end of the term, at least 70% of the students in Level 6 will pass the listening comprehension portion of an exam given by their instructors.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> Pass = 12 out of 20 correct</p>	<p>06/27/2011 - 94% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>06/27/2011 - The Level 6 instructors indicated that integrating the SLO into the final exam helped reduce student anxiety and streamlined the grading process. The instructors recommend providing students with more listening practice in class and in the computer lab.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Maintenance Need <b>Is this SLO also a GEO?:</b> No	responses		
	ESL - ESL LVL6 - ESL - Level 6 - Career Paths PowerPoint Presentation - Students exiting Level 6 will be able to present via PowerPoint the research results of an identified career path using multiple resources. (Created By <b>Is this SLO also a GEO?:</b> No	<b>Assessment Method:</b> An ESL department oral rubric for Level 6 as administered and evaluated by their classroom instructors. <b>Assessment Method Category:</b> Course Embedded Test <b>Criterion:</b> 70% of Level 6 ESL students reporting orally will receive a passing score of 12 or higher (out of 18)	05/20/2008 - At the end of Fall 2006, all Level 6 instructors (2) had completed evaluating their students on a department rubric for an oral presentation. The average passing rate for the Level 6 students included in the study was 89%. All student scores were counted at this level. Instructors report that the students enjoy doing this project.  <b>Summary of Data Type:</b> Criterion Met <b>Summary of Data Status:</b> Closed	02/05/2007 - This project appears to be quite easily accomplished by this level of student. A new outcome is being discussed.
	ESL - ESL SPKA - ESL - Speaking A - Personal History Presentation - Beginning level ESL students will orally present their own personal history in the form of a timeline. (Created By ESL) <b>Is this SLO also a GEO?:</b> No	<b>Assessment Method:</b> Authentic Assessment / Oral Presentation: Instructors will evaluate each student on a personal history presentation in front of the class using a rubric with sub-scores for fluency, response to questions, content, and eye contact. <b>Assessment Method Category:</b> Other <b>Criterion:</b> 50% of Speaking A students to do an oral presentation of their personal timeline will pass with a minimum of 8 out of 12 points on a department rubric.	04/17/2009 - In Winter 2009, 17 out of 18 Speaking A instructors reported student scores on rubric assessments for 1 of the 2 options of SLO. Results indicate that 93% of all students who presented orally passed. <b>Summary of Data Type:</b> Criterion Met <b>Summary of Data Status:</b> Closed <b>notes:</b> This SLO was a pilot. Results showed that Speaking A students far exceeded the expected 50% rate set	

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			<p>for this initial collection of skills outcome data. We will continue with to use the rubrics developed for this SLO; however, frequent changes in topics was the recommendation of most instructors.</p>	
	<p>ESL - ESL SPKB - ESL - Speaking B - Funny/Scary Event Oral Presentation - Intermediate level ESL students will talk about a scary or funny event that has significantly impacted their lives. (Created By ESL) <b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Speaking B instructor will evaluate each student on a classroom presentation about a scary or funny event in their life using a rubric with sub-scores for planning &amp; organization, content, fluency and pronunciation. <b>Assessment Method Category:</b> Other <b>Criterion:</b> Passing = 10 pts. / 15 pts. possible</p>		
	<p>ESL - ESL SPKC - ESL - Speaking C - Influential Person Speech - Advanced ESL students will present a biography of an influential person. (Created By ESL) <b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Authentic Assessment / Oral Presentation: Instructors will evaluate each student on a speech regarding an influential person. The instructor will use a rubric with sub-scores for planning &amp; organization, content, fluency &amp; pronunciation, vocabulary and delivery. <b>Assessment Method Category:</b> Other <b>Criterion:</b> 70% of Speaking C students who participate will receive a minimum of 14 out of 20 points on a department rubric.</p>	<p>06/22/2010 - The speaking C instructors reported student scores on a rubric assessment. Results indicate that 100% of all students who presented passed, but not all students presented. <b>Summary of Data Type:</b> Criterion Met <b>Summary of Data Status:</b> Closed</p>	<p>06/22/2010 - This project seems to be easily accomplished by this level of students. It is important for instructors to manage class time well in order to accommodate all presentations and ensure all the students enrolled in the class have presented.</p>

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ESL - ESL SPKC - ESL - Speaking C - Comparison Speech - Advanced level ESL students will orally present a compare/contrast speech. (Created By ESL)

**Classification of Resources Requested:**  
Maintenance Need

**Is this SLO also a GEO?:**  
No

**Assessment Method:**  
Authentic Assessment / Oral Presentation: Instructors will evaluate each student on a comparison speech presented during class time. The instructor will use a rubric with sub-scores for planning & organization, content, fluency & pronunciation, vocabulary and delivery.

**Assessment Method Category:**  
Other

**Criterion:**  
70% of Speaking C students who participate will receive a minimum of 14 out of 20 points on a department rubric.

04/17/2009 - In Winter 2009, 6 out of 6 Speaking C instructors reported student scores on rubric assessments for 1 of 2 SLOs. Both rubrics required 10 out of 15 points for passing. According to compiled results, 92% of all students who presented passed.

**Summary of Data Type:**  
Criterion Met

**Summary of Data Status:**  
Closed

**notes:**  
This SLO was a pilot. Results indicate that Speaking C students far exceeded the expected 50% rate set for this initial collection of data. We will continue with the

09/30/2009 - ESL faculty will review SLO for modifications in criteria, rubric, and topics of presentation.

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			SLO rubrics; however, frequent changes in topics was the recommendation of most instructors.	
	<p>ESL - ESL SPKC - ESL - Speaking C - U.S. Company Report (VESL) - Advanced-level Vocational English as a Second Language (VESL) students will present via PowerPoint the research results of an identified U.S. company using multiple resources. (Created By ESL)</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Speaking C (VESL 1) instructors will evaluate student groups on a classroom presentation about a hypothetical product they developed. Instructor will use a rubric with sub-scores for planning &amp; organization, content, fluency &amp; pronunciation.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> Pass = 10 pts. out of 15</p>		
	<p>ESL - ESL SPKC - ESL - Speaking C - Product Development &amp; Marketing (VESL) - Advanced-level Vocational English as a Second Language (VESL) team of students will develop a product or service, prepare a marketing strategy for it, and give a PowerPoint presentation to the class. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Speaking C (VESL 1) instructors will evaluate student groups on a classroom presentation about a hypothetical product they developed. Instructor will use a rubric with sub-scores for planning &amp; organization, content, fluency &amp; pronunciation.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> Passing = 10 pts. / 15 pts possible.</p>	<p>06/27/2011 - Results indicate that 100% of all students who participated in a presentation passed. The VESL Speaking C instructors reported student scores on a rubric assessment.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>06/27/2011 - This project is challenging; however, students seem to enjoy participating in it. The VESL Speaking C instructors indicated that working as a team helped all students, including some struggling students, to prepare for their SLO presentation. Furthermore, students' problem solving skills improved as a result of working with a team. It was also suggested that the VESL students present their product ideas to an audience other than their peers, such as during VESL Open House and VESL certificate ceremony events.</p>

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	<p>ESL - ESL WRTA - ESL - Writing A - Paragraph Editing - Beginning level  ESL students will edit and rewrite a paragraph containing errors that include grammar, spelling, capitalization, mechanics and punctuation. (Created By ESL)</p> <p><b>Is this SLO also a GEO?:</b>  No</p>	<p><b>Assessment Method:</b>  Authentic Assessment / Editing :  Instructors will evaluate each student based on an editing test which has 25 mistakes in grammar, spelling, capitalization, mechanics, and punctuation.</p> <p><b>Assessment Method Category:</b>  Course Embedded Test</p> <p><b>Criterion:</b>  50% of students who complete the editing test will rewrite the paragraph having corrected a minimum of 17 out of 25 errors.</p>	<p>04/17/2009 - In Winter 2009, 7 out of 8 Writing A instructors reported student scores on 1 or 2 possible SLOs. Each outcome was scored differently; however, 91% of all the students received a passing score for this course.</p> <p><b>Summary of Data Type:</b>  Criterion Met</p> <p><b>Summary of Data Status:</b>  Closed</p> <p><b>notes:</b>  Rubric criteria for paragraph editing will be reviewed by faculty.</p>	
	<p>ESL - ESL WRTB - ESL - Writing B - Business Letter - Intermediate level  ESL students will write a business letter (e.g. request, complaint, invitation) following the business letter format you studied in class.</p> <p>(Created By ESL)</p> <p><b>Is this SLO also a GEO?:</b>  No</p>	<p><b>Assessment Method:</b>  Authentic Assessment / Letter Writing: Instructor will evaluate a student's business letter written during class time using a rubric with sub-scores for format, content &amp; organization, structure and mechanics.</p> <p><b>Assessment Method Category:</b>  Other</p> <p><b>Criterion:</b>  50% of the students who write a business letter will receive a passing score of 8 out of 12 points.</p>	<p>04/17/2009 - 84% of all students who completed one of two SLOs for Writing B passed.</p> <p><b>Summary of Data Type:</b>  Criterion Met</p> <p><b>Summary of Data Status:</b>  Closed</p> <p><b>notes:</b>  Instructors recommend alternating the topic or purpose of the letter.</p>	
	<p>ESL - ESL WRTB - ESL - Writing B - Peer Review - Intermediate level  ESL students will edit a classmate's</p>			

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	<p>writing sample using a worksheet provided by the instructor that includes such criteria as main idea, attention to detail, editing errors, and questions to the author. (Created By ESL) <b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Authentic Assessment / Peer editing: Instructor will evaluate a student based on their peer response worksheet using a rubric with sub-scores for main idea, attention to good qualities, attention to detail/examples, attention to editing and questions for the author.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> 50% of the students who complete this activity will pass with a minimum of 14 out of 20 points.</p>		
	<p>ESL - ESL WRTC - ESL - Writing C - Comparison Essay Outline - Advanced ESL students will develop an outline for a comparison/contrast essay using an outline worksheet provided by the instructor that includes clear main idea, two points of comparison or two points of contrast with two specific details and examples for each point, and a conclusion. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Instructor will evaluate student's comparison/contrast composition outline using a rubric with sub-scores for topic, body points 1 &amp; 2 with details/examples, conclusion, and mechanics.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> 70% of Writing C students who complete a comparison/contrast outline will receive a passing score of 14 out of 20 points.</p>	<p>04/17/2009 - 94% of students who completed an SLO for Writing C passed.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p> <p><b>notes:</b> Frequent topic changes was recommended by Writing C instructors.</p>	<p>06/22/2010 - ESL Writing C instructors indicated that the Works Cited section of the assessment was difficult for this level of students and that it needs to be covered more thoroughly in class. Also, there as confusion in regard to scoring using the rubric. The ESL Outcomes Team will clarify this aspect of the rubric.</p>
	<p>ESL - ESL WRTC - ESL - Writing C - U.S. Company Report (VESL) - Advanced-level Vocational English as a Second Language (VESL) students will individually write a</p>	<p><b>Assessment Method:</b> ESL writing rubric</p> <p><b>Assessment Method Category:</b> Other</p>	<p>11/02/2010 - The VESL Writing C instructors reported student scores on rubric assessments. Results indicate that 98% of all students who participated in this SLO</p>	<p>11/04/2010 - The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions)</p>

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	<p>one-page report on the company they researched in teams. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p> <p><b>Equipment Resources Required:</b> In-class computer station, VESL Computer Lab &amp; PowerPoint Projector</p> <p><b>Staffing Resources Required:</b> ESL Faculty Coordinator for SLO development and training + ESL Learning Resource Technician (Position Request submitted)</p> <p><b>Other Resources Required:</b> WIA Title II, 231 Grant for Learning Resource Tech position</p>		<p>received a passing score of 10 out of 15 points or higher. The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score. However, in the evening class, 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 5 students were regularly attending the class.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>greatly helped the students to receive a passing score. However, in the evening class, 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 5 students were regularly attending the class. The number of students who participate in the assessment needs to improve. Next steps will include a survey of the reasons for the non-participation of students in order to improve instructional and support services for the VESL program.</p> <hr/> <p>11/02/2010 - The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score.</p> <p><b>Follow-Up:</b> 11/15/2010 - Follow up inquiry in the evening class indicates that 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 4 students were regularly attending the class. Of those 4 students, 2 students completed the assessment late, but the other 2 students did not due to low motivation and/or work schedule conflict. VESL instructors will take this information into consideration when reviewing curriculum and instructional strategies specific to the evening program.</p>

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				<b>Follow-Up:</b>
	<p>ESL - ESL WRTC - ESL - Writing C - Product Development &amp; Marketing (VESL) - Advanced Vocational English as a Second Language (VESL) students will individually write a two-page report on the product or service they developed for their team presentation. (Created By</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> VESL/Advanced ESL Dept. Rubric</p> <p><b>Assessment Method Category:</b> Other</p>		

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<p>CAREER DEVELOPMENT: ESL instructional and support services will facilitate employment and career advancement through information, exploration, and skill development opportunities.</p>	<p>ESL - ESL LVL1 - ESL - Level 1 - Listening Comprehension - Students will demonstrate comprehension of basic vocabulary, phrases, and commands used in everyday situations. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> By the end of the term, at least 70% of the students in Level 1 will pass the listening comprehension portion of an exam given by their Level instructor.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> Pass = 12 out of 20 listening items answered correctly.</p>	<p>06/27/2011 - 92% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>06/27/2011 - The Level 1 instructors liked that the SLO is incorporated as part of the final exam. They recommend providing students with more listening practice in class. The instructors also suggest that the passing score be raised since the passing rate was high (92%).</p>
	<p>ESL - ESL LVL2 - ESL - Level 2 - Listening Comprehension - Students will differentiate between present, past, and future events based on an audio conversation. (Created By</p>	<p><b>Assessment Method:</b> By the end of the term, at least 70% of the students in Level 2 will pass the listening comprehension portion of an exam given by their level</p>	<p>06/22/2010 - 95% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher.</p> <p><b>Summary of Data Type:</b></p>	<p>06/22/2010 - Level 2 (Beginning-high) students seem to be improving their listening skills over time. Instructors recommend providing students with a variety of</p>

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	ESL) <b>Classification of Resources Requested:</b> Maintenance Need <b>Is this SLO also a GEO?:</b> No	instructors. <b>Assessment Method Category:</b> Course Embedded Test <b>Criterion:</b> Pass = 12 out of 20 listening items will be answered correctly.	Criterion Met <b>Summary of Data Status:</b> Closed	listening exercises in class as well as in a computer lab to sustain and continue to improve aural comprehension.
	ESL - ESL LVL3 - ESL - Level 3 - Listening Comprehension - Students will demonstrate understanding of main idea and specific content in standard English dialect on previously learned topics. (Created By ESL) <b>Is this SLO also a GEO?:</b> No	<b>Assessment Method:</b> By the end of the term, at least 65% of the students in Level 3 will pass the listening comprehension portion of an exam given by their level instructors. <b>Assessment Method Category:</b> Course Embedded Test <b>Criterion:</b> Pass = 12 out of 20 listening items answered correctly		
	ESL - ESL LVL3 - ESL - Level 3 - (Level 3) Identify and access employment and training resources needed to apply for a job. - (Level 3) Students will be able to Identify and access employment and training resources needed to apply for a job. (Created By ESL) <b>Is this SLO also a GEO?:</b> No	<b>Assessment Method:</b> Additional Assessment Plan rubric as administered by trained ESL assessors. <b>Assessment Method Category:</b> Course Embedded Test <b>Criterion:</b> 70% of the students will receive a passing score (required score of 76 out of 95).	12/16/2005 - With 10 out of 10 classes reporting, the average passing rate was 88% in Fall 2005. <b>Summary of Data Type:</b> Criterion Met <b>Summary of Data Status:</b> Closed	05/20/2008 - 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2. Continue one more semester to ensure that success rates are consistent (or higher).
	ESL - ESL LVL5 - ESL - Level 5 - Native Speaker Interview - (Level 5)			

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	<p>Students will be able to report orally the results of an interview with a native English speaker in the community or the workplace. (Created By ESL)</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> ESL department oral rubric for Level 5 as administered and evaluated by their classroom instructors.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> 60% of Level 5 ESL students reporting orally will receive a passing score of 12 or higher (out of 18).</p>	<p>05/20/2008 - At the end of Fall 2006, all Level 5 instructors (6) had completed evaluating their students on a department rubric for an oral presentation.</p> <p>The average passing rate for the Level 5 students included in the study was 90%.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>02/05/2007 - There are still several teachers (50%) who do not supply the student score sheets in the portfolios. The ESL coordinator needs to improve communication in order to get all students' scores. This project appears to be quite easily accomplished by this level of student.</p> <p>The criterion for success is being discussed to evaluate raising the level.</p>
	<p>ESL - ESL LVL6 - ESL - Level 6 - Career Paths PowerPoint Presentation - Students exiting Level 6 will be able to present via PowerPoint the research results of an identified career path using multiple resources. (Created By</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> An ESL department oral rubric for Level 6 as administered and evaluated by their classroom instructors.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> 70% of Level 6 ESL students reporting orally will receive a passing score of 12 or higher (out of 18)</p>	<p>05/20/2008 - At the end of Fall 2006, all Level 6 instructors (2) had completed evaluating their students on a department rubric for an oral presentation.</p> <p>The average passing rate for the Level 6 students included in the study was 89%.</p> <p>All student scores were counted at this level. Instructors report that the students enjoy doing this project.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>02/05/2007 - This project appears to be quite easily accomplished by this level of student.</p> <p>A new outcome is being discussed.</p>
	<p>ESL - ESL SPKC - ESL - Speaking C - U.S. Company Report (VESL) -</p>			

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	<p>Advanced-level Vocational English as a Second Language (VESL) students will present via PowerPoint the research results of an identified U.S. company using multiple resources. (Created By ESL)</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Speaking C (VESL 1) instructors will evaluate student groups on a classroom presentation about a hypothetical product they developed. Instructor will use a rubric with sub-scores for planning &amp; organization, content, fluency &amp; pronunciation.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> Pass = 10 pts. out of 15</p>		
	<p>ESL - ESL SPKC - ESL - Speaking C - Product Development &amp; Marketing (VESL) - Advanced-level Vocational English as a Second Language (VESL) team of students will develop a product or service, prepare a marketing strategy for it, and give a PowerPoint presentation to the class. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Speaking C (VESL 1) instructors will evaluate student groups on a classroom presentation about a hypothetical product they developed. Instructor will use a rubric with sub-scores for planning &amp; organization, content, fluency &amp; pronunciation.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> Passing = 10 pts. / 15 pts possible.</p>	<p>06/27/2011 - Results indicate that 100% of all students who participated in a presentation passed. The VESL Speaking C instructors reported student scores on a rubric assessment.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>06/27/2011 - This project is challenging; however, students seem to enjoy participating in it. The VESL Speaking C instructors indicated that working as a team helped all students, including some struggling students, to prepare for their SLO presentation. Furthermore, students' problem solving skills improved as a result of working with a team. It was also suggested that the VESL students present their product ideas to an audience other than their peers, such as during VESL Open House and VESL certificate ceremony events.</p>
	<p>ESL - ESL WRTB - ESL - Writing B - Business Letter - Intermediate level ESL students will write a business</p>			

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	<p>letter (e.g. request, complaint, invitation) following the business letter format you studied in class.</p> <p>(Created By ESL)</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Authentic Assessment / Letter Writing: Instructor will evaluate a student's business letter written during class time using a rubric with sub-scores for format, content &amp; organization, structure and mechanics.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> 50% of the students who write a business letter will receive a passing score of 8 out of 12 points.</p>	<p>04/17/2009 - 84% of all students who completed one of two SLOs for Writing B passed.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p> <p><b>notes:</b> Instructors recommend alternating the topic or purpose of the letter.</p>	
	<p>ESL - ESL WRTC - ESL - Writing C - Summary and Response Composition - Advanced ESL students will write a composition that consists of a summary and response to a nonfiction reading (e.g., newspaper, magazine). The composition includes the title of the selection, the author, the source, the general idea of the entire article, and only the most essential points. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Instructor will evaluate a student's summary and response composition using a rubric with sub-scores for content &amp; organization, structure and mechanics.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> 70% of the students who complete a summary/response composition will receive a minimum passing score of 10 out of 15 points.</p>	<p>06/22/2010 - The Writing C instructors reported student scores on rubric assessments. Results indicate that 88% of all students who participated in this SLO passed.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>06/22/2010 - The instructors indicated that the Works Cited section of the assessment was difficult for this level of students and that it needs to be covered thoroughly in class. Also, there was confusion in regard to scoring method of the rubric. The ESL Outcomes Team needs to clarify this aspect of the rubric.</p>
	<p>ESL - ESL WRTC - ESL - Writing C - U.S. Company Report (VESL) - Advanced-level Vocational English as a Second Language (VESL) students will individually write a one-page report on the company they researched in teams. (Created</p>	<p><b>Assessment Method:</b> ESL writing rubric</p> <p><b>Assessment Method Category:</b> Other</p>	<p>11/02/2010 - The VESL Writing C instructors reported student scores on rubric assessments. Results indicate that 98% of all students who participated in this SLO received a passing score of 10 out of 15 points or higher. The instructors</p>	<p>11/04/2010 - The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score. However,</p>

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	<p>By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p> <p><b>Equipment Resources Required:</b> In-class computer station, VESL Computer Lab &amp; PowerPoint Projector</p> <p><b>Staffing Resources Required:</b> ESL Faculty Coordinator for SLO development and training + ESL Learning Resource Technician (Position Request submitted)</p> <p><b>Other Resources Required:</b> WIA Title II, 231 Grant for Learning Resource Tech position</p>		<p>indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score. However, in the evening class, 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 5 students were regularly attending the class.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>in the evening class, 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 5 students were regularly attending the class. The number of students who participate in the assessment needs to improve. Next steps will include a survey of the reasons for the non-participation of students in order to improve instructional and support services for the VESL program.</p> <hr/> <p>11/02/2010 - The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score.</p> <p><b>Follow-Up:</b> 11/15/2010 - Follow up inquiry in the evening class indicates that 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 4 students were regularly attending the class. Of those 4 students, 2 students completed the assessment late, but the other 2 students did not due to low motivation and/or work schedule conflict. VESL instructors will take this information into consideration when reviewing curriculum and instructional strategies specific to the evening program.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	<p>ESL - ESL WRTC - ESL - Writing C - Product Development &amp; Marketing (VESL) - Advanced Vocational English as a Second Language (VESL) students will individually write a two-page report on the product or service they developed for their team presentation. (Created By</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> VESL/Advanced ESL Dept. Rubric</p> <p><b>Assessment Method Category:</b> Other</p>		

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
<p>ACCOUNTABILITY &amp; BENCHMARKS: The ESL Department will improve processes and procedures related to accountability measures in order to ensure maximum benchmark gains in categorical funding (e.g. CASAS</p>	<p>ESL - ESL LANG3 - English for Specific Uses - Technical Vocabulary - Students will apply effective strategies such as use of contextual cues and prefix/suffix inference to demonstrate understanding of vocabulary in a specific field of study. (Created By</p> <p><b>Classification of Resources Requested:</b> Short-Term Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Authentic reading text with a specific academic or vocational theme (e.g., paragraph from a history textbook, nursing patient intake form)</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> 70% passage...</p>		
	<p>ESL - ESL LVL1 - ESL - Level 1 - (Level 1) Describe and access services offered at DMV - (Level 1) Students will be able to describe and access services offered at DMV and read, interpret and identify legal response to regulations,</p>	<p><b>Assessment Method:</b> The Additional Assessment Plan rubric as administered by trained ESL assessors.</p> <p><b>Criterion:</b> 70% of the students will receive a</p>		

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	roadside signs, and traffic signals (Created By ESL)	passing score (required score of 25 out of 43).	12/16/2005 - With 8 out of 8 classes reporting, the average passing rate was 95%. <b>Summary of Data Type:</b> Criterion Met <b>Summary of Data Status:</b> Closed	12/16/2005 - 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2. Continue one more semester to ensure that success rates are consistent (or higher).
	ESL - ESL LVL2 - ESL - Level 2 - (Level 2) Respond correctly to questions about the history and government of the United States - (Level 2) Students will be able to respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process (Created By ESL) <b>Is this SLO also a GEO?:</b> No	<b>Assessment Method:</b> Additional Assessment Plan rubric as administered by trained ESL assessors. <b>Assessment Method Category:</b> Course Embedded Test <b>Criterion:</b> 70% of the students will receive a passing score (required score of 28 out of 41)	12/16/2005 - With 10 out of 10 classes reporting, the average passing rate was 79% in Fall 2005. <b>Summary of Data Type:</b> Criterion Met <b>Summary of Data Status:</b> Closed	12/16/2005 - 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2. Continue one more semester to ensure that success rates are consistent (or higher).

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
MEASURING STUDENT OUTCOMES: The ESL Department will facilitate and support an	ESL - ESL LANG3 - English for Specific Uses - Technical Vocabulary - Students will apply			

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
<p>outcomes development, assessment, and implementation in its ESL and Vocational ESL</p>	<p>strategies such as use of contextual cues and prefix/suffix inference to demonstrate understanding of vocabulary in a specific field of study. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Short-Term Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Authentic reading text with a specific academic or vocational theme (e.g., paragraph from a history textbook, nursing patient intake form)</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> 70% passage...</p>		
	<p>ESL - ESL LANG3 - English for Specific Uses - Communicative Fluency - Students will apply accent improvement strategies to demonstrate effective oral communication in a specific school or vocational settings. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Short-Term Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> In a short oral presentation, students will provide information on a specific vocational or academic area (e.g. psychology, child development, business) to be assessed by an instructor-developed rubric.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> 80% of the students will rate a minimum of 3 points out of 5 on oral fluency rubric</p>		
	<p>ESL - ESL LVL1 - ESL - Level 1 - Listening Comprehension - Students will demonstrate comprehension of basic vocabulary, phrases, and commands used in everyday situations. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> By the end of the term, at least 70% of the students in Level 1 will pass the listening comprehension portion of an exam given by their Level instructor.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> Pass = 12 out of 20 listening items</p>	<p>06/27/2011 - 92% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>06/27/2011 - The Level 1 instructors liked that the SLO is incorporated as part of the final exam. They recommend providing students with more listening practice in class. The instructors also suggest that the passing score be raised since the passing rate was high (92%).</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		answered correctly.		
	ESL - ESL LVL1 - ESL - Level 1 - (Level 1) Describe and access services offered at DMV - (Level 1) Students will be able to describe and access services offered at DMV and read, interpret and identify legal response to regulations, roadside signs, and traffic signals (Created By ESL)	<p><b>Assessment Method:</b> The Additional Assessment Plan rubric as administered by trained ESL assessors.</p> <p><b>Criterion:</b> 70% of the students will receive a passing score (required score of 25 out of 43).</p>	<p>12/16/2005 - With 8 out of 8 classes reporting, the average passing rate was 95%.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>12/16/2005 - 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006.</p> <p>2. Continue one more semester to ensure that success rates are consistent (or higher).</p>
	ESL - ESL LVL2 - ESL - Level 2 - Listening Comprehension - Students will differentiate between present, past, and future events based on an audio conversation. (Created By ESL) <b>Classification of Resources Requested:</b> Maintenance Need <b>Is this SLO also a GEO?:</b> No	<p><b>Assessment Method:</b> By the end of the term, at least 70% of the students in Level 2 will pass the listening comprehension portion of an exam given by their level instructors.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> Pass = 12 out of 20 listening items</p>	<p>06/22/2010 - 95% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>06/22/2010 - Level 2 (Beginning-high) students seem to be improving their listening skills over time. Instructors recommend providing students with a variety of listening exercises in class as well as in a computer lab to sustain and continue to improve aural comprehension.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		will be answered correctly.		
	<p>ESL - ESL PLVL1 - ESL Pre-Level 1 - Awareness of the emergency services (Pre-1) - Pre-1) Students will be able to demonstrate basic knowledge and awareness of the emergency services available in the community and ways to contact and use emergency services and legal assistance agencies. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Additional Assessment Plan rubric as administered by trained ESL assessors.</p> <p><b>Assessment Method Category:</b> Standardized Test</p> <p><b>Criterion:</b> 70% of the students will receive a passing score (required score of 22 out of 29).</p>	<p>12/16/2005 - With 5 out of 5 classes reporting, the average passing rate was 76% in Fall 2005.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>12/16/2005 - 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2. Continue one more semester to ensure that success rates are consistent (or higher).</p>
	<p>ESL - ESL SPKA - ESL - Speaking A - Personal History Presentation - Beginning level ESL students will orally present their own personal history in the form of a timeline. (Created By ESL)</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Authentic Assessment / Oral Presentation: Instructors will evaluate each student on a personal history presentation in front of the class using a rubric with sub-scores for fluency, response to questions, content, and eye contact.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> 50% of Speaking A students to do an oral presentation of their personal timeline will pass with a minimum of 8 out of 12 points on a department rubric.</p>	<p>04/17/2009 - In Winter 2009, 17 out of 18 Speaking A instructors reported student scores on rubric assessments for 1 of the 2 options of SLO. Results indicate that 93% of all students who presented orally passed.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p> <p><b>notes:</b> This SLO was a pilot. Results showed that Speaking A students far exceeded the expected 50% rate set for this initial collection of skills outcome data. We will continue with to use the rubrics developed for this SLO; however, frequent changes in topics was the</p>	

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			recommendation of most instructors.	
	<p>ESL - ESL WRTC - ESL - Writing C - Summary and Response Composition - Advanced ESL students will write a composition that consists of a summary and response to a nonfiction reading (e.g., newspaper, magazine). The composition includes the title of the selection, the author, the source, the general idea of the entire article, and only the most essential points. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Instructor will evaluate a student's summary and response composition using a rubric with sub-scores for content &amp; organization, structure and mechanics.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> 70% of the students who complete a summary/response composition will receive a minimum passing score of 10 out of 15 points.</p>	<p>06/22/2010 - The Writing C instructors reported student scores on rubric assessments. Results indicate that 88% of all students who participated in this SLO passed.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>06/22/2010 - The instructors indicated that the Works Cited section of the assessment was difficult for this level of students and that it needs to be covered thoroughly in class. Also, there was confusion in regard to scoring method of the rubric. The ESL Outcomes Team needs to clarify this aspect of the rubric.</p>

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<p>CURRICULUM IMPROVEMENT: Utilize an inclusive mode of curriculum improvement that maximizes opportunities for input by students and faculty in order to meet college and career needs of ESL learners.</p>	<p>ESL - ESL LVL1 - ESL - Level 1 - Listening Comprehension - Students will demonstrate comprehension of basic vocabulary, phrases, and commands used in everyday situations. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> By the end of the term, at least 70% of the students in Level 1 will pass the listening comprehension portion of an exam given by their Level instructor.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> Pass = 12 out of 20 listening items answered correctly.</p>	<p>06/27/2011 - 92% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>06/27/2011 - The Level 1 instructors liked that the SLO is incorporated as part of the final exam. They recommend providing students with more listening practice in class. The instructors also suggest that the passing score be raised since the passing rate was high (92%).</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	<p>ESL - ESL LVL2 - ESL - Level 2 - Listening Comprehension - Students will differentiate between present, past, and future events based on an audio conversation. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> By the end of the term, at least 70% of the students in Level 2 will pass the listening comprehension portion of an exam given by their level instructors.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> Pass = 12 out of 20 listening items will be answered correctly.</p>	<p>06/22/2010 - 95% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>06/22/2010 - Level 2 (Beginning-high) students seem to be improving their listening skills over time. Instructors recommend providing students with a variety of listening exercises in class as well as in a computer lab to sustain and continue to improve aural comprehension.</p>
	<p>ESL - ESL WRTB - ESL - Writing B - Peer Review - Intermediate level ESL students will edit a classmate's writing sample using a worksheet provided by the instructor that includes such criteria as main idea, attention to detail, editing errors, and questions to the author. (Created By ESL)</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Authentic Assessment / Peer editing: Instructor will evaluate a student based on their peer response worksheet using a rubric with sub-scores for main idea, attention to good qualities, attention to detail/examples, attention to editing and questions for the author.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> 50% of the students who complete this activity will pass with a minimum of 14 out of 20 points.</p>		
	<p>ESL - ESL WRTC - ESL - Writing C - Summary and Response Composition - Advanced ESL students will write a composition that consists of a summary and response to a nonfiction reading (e.g., newspaper, magazine). The composition includes the title of the</p>	<p><b>Assessment Method:</b> Instructor will evaluate a student's summary and response composition using a rubric with sub-scores for content &amp; organization, structure and mechanics.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p>	<p>06/22/2010 - The Writing C instructors reported student scores on rubric assessments. Results indicate that 88% of all students who participated in this SLO passed.</p> <p><b>Summary of Data Type:</b> Criterion Met</p>	<p>06/22/2010 - The instructors indicated that the Works Cited section of the assessment was difficult for this level of students and that it needs to be covered thoroughly in class. Also, there was confusion in regard to scoring</p>

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	<p>the author, the source, the general idea of the entire article, and only the most essential points. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Criterion:</b> 70% of the students who complete a summary/response composition will receive a minimum passing score of 10 out of 15 points.</p>	<p><b>Summary of Data Status:</b> Closed</p>	<p>method of the rubric. The ESL Outcomes Team needs to clarify this aspect of the rubric.</p>
	<p>ESL - ESL WRTC - ESL - Writing C - Comparison Essay Outline - Advanced ESL students will develop an outline for a comparison/contrast essay using an outline worksheet provided by the instructor that includes clear main idea, two points of comparison or two points of contrast with two specific details and examples for each point, and a conclusion. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Instructor will evaluate student's comparison/contrast composition outline using a rubric with sub-scores for topic, body points 1 &amp; 2 with details/examples, conclusion, and mechanics.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> 70% of Writing C students who complete a comparison/contrast outline will receive a passing score of 14 out of 20 points.</p>	<p>04/17/2009 - 94% of students who completed an SLO for Writing C passed.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p> <p><b>notes:</b> Frequent topic changes was recommended by Writing C instructors.</p>	<p>06/22/2010 - ESL Writing C instructors indicated that the Works Cited section of the assessment was difficult for this level of students and that it needs to be covered more thoroughly in class. Also, there as confusion in regard to scoring using the rubric. The ESL Outcomes Team will clarify this aspect of the rubric.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
<p>TECHNOLOGY PLANNING &amp; SUPPORT: The ESL Department will ensure that state-of-the-art equipment, training, and support is sustained for ESL's exemplary and innovative instruction and matriculation services ( e.g., Student multi-media presentations, Computer Adaptive Placement Test).</p>	<p>ESL - ESL LVL3 - ESL - Level 3 - (Level 3) Identify and access employment and training resources needed to apply for a job. - (Level 3) Students will be able to Identify and access employment and training resources needed to apply for a job. (Created By ESL)</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Additional Assessment Plan rubric as administered by trained ESL assessors.</p> <p><b>Assessment Method Category:</b> Course Embedded Test</p> <p><b>Criterion:</b> 70% of the students will receive a passing score (required score of 76 out of 95).</p>	<p>12/16/2005 - With 10 out of 10 classes reporting, the average passing rate was 88% in Fall 2005.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>05/20/2008 - 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2. Continue one more semester to ensure that success rates are consistent (or higher).</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	<p>ESL - ESL SPKC - ESL - Speaking C - Product Development &amp; Marketing (VESL) - Advanced-level Vocational English as a Second Language (VESL) team of students will develop a product or service, prepare a marketing strategy for it, and give a PowerPoint presentation to the class. (Created By ESL)</p> <p><b>Classification of Resources Requested:</b> Maintenance Need</p> <p><b>Is this SLO also a GEO?:</b> No</p>	<p><b>Assessment Method:</b> Speaking C (VESL 1) instructors will evaluate student groups on a classroom presentation about a hypothetical product they developed. Instructor will use a rubric with sub-scores for planning &amp; organization, content, fluency &amp; pronunciation.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> Passing = 10 pts. / 15 pts possible.</p>	<p>06/27/2011 - Results indicate that 100% of all students who participated in a presentation passed. The VESL Speaking C instructors reported student scores on a rubric assessment.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>06/27/2011 - This project is challenging; however, students seem to enjoy participating in it. The VESL Speaking C instructors indicated that working as a team helped all students, including some struggling students, to prepare for their SLO presentation. Furthermore, students' problem solving skills improved as a result of working with a team. It was also suggested that the VESL students present their product ideas to an audience other than their peers, such as during VESL Open House and VESL certificate ceremony events.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
<p>PROFESSIONAL DEVELOPMENT: Provide faculty and staff with opportunities and support for continuous improvement in all areas dealing with ESL student-services and instructional delivery (e.g., Flex-day workshops, general information meetings, curriculum development work-groups).</p>				

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
MATRICULATION & STUDENT SERVICES: Promote access, persistence and success for noncredit ESL students in the areas of placement testing, registration, orientation, and support services through continuous process improvement and enhanced communication.				

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
COLLABORATION & INTERNAL PARTNERSHIPS: At the request of other programs, ESL will provide support to non-native English speakers whose proficiency is limiting their ability to succeed; activities may include workshop presentations, supplemental instruction/curriculum, or other services as agreed upon by the partnering programs.	ESL - ESL VHLTH - ESL - Health Professionals - Medical Discussion - Students will participate in a medically-related discussion and will be evaluated on their oral fluency according to a rubric. (Created By ESL) <b>Is this SLO also a GEO?:</b> No <b>Staffing Resources Required:</b> Vocational ESL Coordinator for curriculum development <b>Other Resources Required:</b> BSI or 231 Grant funds	<b>Assessment Method:</b> Non-native English speaking students who are also studying in the Nursing program will be evaluated by the instructor on their oral fluency according to a rubric. <b>Assessment Method Category:</b> Course Embedded Test <b>Criterion:</b> 70% of the students who participate will receive a minimum of 10 out of 15 points on the rubric.	07/12/2010 - 10 out of 20 enrolled students participated in the assessment. Of the 10 students who participated, 100% of them passed. <b>Summary of Data Type:</b> Criterion Met <b>Summary of Data Status:</b> Closed <b>notes:</b> This course was offered as a 1-week workshop for students in the Nursing program as an English language support activity.	07/12/2010 - The instructor reported that the medical discussion topics were interesting and stimulating for the students. However, the number of students who participate in the final assessment will need to improve. This workshop used new curricular content and scheduling format for the course; as such, a higher participation rate for both SLO and attendance is anticipated in the future.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
ACCREDITATION & SELF-STUDY INPUT: Contribute to various campus self-studies through active participation and informational input regarding programs and services in ESL and other Continuing Education Division programs/services (WASC, AACJC,				

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Matriculation Site Visit).				

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
COMMUNITY MEMBERSHIP: Actively participate in projects that provide meaningful service to the local and global community through experiential learning and civic engagement.	ESL - CITZ NAT - Citizenship - U.S. History & Government Content - Students will improve their understanding of U.S. history & government content outlined by U.S. Naturalization Dept. (Created By ESL) <b>Is this SLO also a GEO?:</b> No	<b>Assessment Method:</b> The instructor will administer a test using fill-in and short-answer responses in order to assess student knowledge about U.S. history and government. <b>Assessment Method Category:</b> Course Embedded Test <b>Criterion:</b> 70% of the students who participate will receive a passing score of 70% or higher on the test at the end of the session.	04/03/2010 - The Citizenship Preparation instructor reported student scores on rubric assessments for U.S. history and government content of the SLO. Results indicate that 76% of all students received passing scores of 70% or higher. <b>Summary of Data Type:</b> Criterion Met <b>Summary of Data Status:</b> Closed	04/26/2010 - Items for this test reflect the INS Naturalization questions that will be asked of applications during their U.S. Citizenship. Results for this initial testing of the SLO indicate that the difficulty of the test was suitable for a class with a wide range of English abilities.
	ESL - CITZ NAT - Citizenship - Naturalization Interview Skills - Listening & Writing - Students will improve their understanding of the listening and writing content of the U.S. Citizenship interview. (Created By ESL) <b>Classification of Resources Requested:</b> Maintenance Need <b>Is this SLO also a GEO?:</b> No	<b>Assessment Method:</b> The instructor will administer a listening test using dictation and short-answer responses in order to assess student knowledge of "100 Questions" outlined by U.S. Naturalization Dept. <b>Assessment Method Category:</b> Course Embedded Test <b>Criterion:</b> 70% of the students who participate will receive a passing score of 70% or higher on the test at the end of the session.		

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
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Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
PARTNERSHIPS & OUTREACH: Modify ESL placement test technology to enable its distribution to other community colleges needing ESL placement testing.				

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
CLASSROOM & FACILITIES: Maximize use of facilities through grant funding and shared college resources to serve more limited English students and contribute to the growth of college FTES.				

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
DISTANCE LEARNING: Investigate best practices in delivery of distance learning ESL classes (e.g., online, video check-out) to formulate a plan for Mt. SAC ESL.				