

Assessment: Course Four Column

FALL 2015



El Camino: Course SLOs (HUM) - ESL

ECC: ESL 51A:Introduction to English in Conversation

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Students will plan and deliver a 3-5 minute speech on a beginning-level topic.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Presentation/Skill Demonstration - Students will deliver a 3-5 minute speech based on a culturally based behavior of their native country or a place of interest for tourists to visit. Students will use note cards with key words/phrases to organize their speech. It will include an Introduction, Body, and Conclusion. Students will use visuals to enhance their presentation.</p> <p>Standard and Target for Success: Seventy (70) per cent of students will succeed in this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>25 of 29 students were able to meet this SLO. The class prepared by using two speeches during the course of the semester. One speech was two minutes and the other speech was a minimum of 4 minutes. Students practiced the speeches with partners and small groups until they were perfected. \$ students received failing grades on their final presentation and thus did not meet the SLO. (02/02/2016)</p> <p>Faculty Assessment Leader: Debbie Mochidome</p> <p>Faculty Contributing to Assessment: Evelyn Uyemura and Jennifer Holt-Molina</p>	<p>Action: An 86% success rate is quite high in a beginning level class with no "floor." Having students practice with partners and small groups proved very successful, and other instructors teaching this course should be encouraged to use this methodology, since telling students to practice at home is not as effective. Faculty should discuss the factors that might be preventing 4 students from performing successfully on this final project. (02/02/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of 25 students, 22 scored acceptable and 3 scored unacceptable, which is an 88% success rate.</p> <p>Reasons for the high success rate: students had numerous opportunities to give 'mini-presentations' throughout the semester: e.g. summarizing a group discussion; speaking extemporaneously on a topic/question from the textbook; improvising role-plays; and, students also had to give a 3-5 minute speech for their Mid-Term for which they</p>	<p>Action: House Adult Education ESL classes on campus at ECC which focus on all basic skills: reading, writing, and conversation.</p> <p>Or, offer non-credit courses in ESL for conversation only?</p> <p>Either action could be supported through funding for Adult Ed in the K-12 schools, and/or monies allocated specifically for Adult Ed/Basic Skills. (12/10/2015)</p>

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		<p>received both written and oral feedback on their strengths and challenges.</p> <p>Reasons for 12% 'non-success' rate: two students were there primarily to practice conversation. Neither one had any interest in credit or a grade for the class. They'd qualified for Adult Ed in the Placement Exam but preferred to attend college. (04/01/2015)</p> <p>Faculty Assessment Leader: Suzanne Herschenhorn Faculty Contributing to Assessment: Suzanne Herschenhorn</p>	<p>Action Category: Program/College Support</p> <hr/> <p>Action: Select a book more grounded in basic grammar exercises. (12/10/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Need Adult Education classes. (12/10/2015)</p> <p>Action Category: Program/College Support</p>
<p>SLO #3 - Students will respond appropriately to questions about a familiar topic.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Presentation/Skill Demonstration - Students will be able to respond to questions about cultural customs, and/or a place of interest to visit in their country based on their 3-5 minute final speech. Questions will come both from the Instructor of the course as well as the students' peers (classmates). In addition to being able to respond appropriately to questions, the student will need to be able to ask for clarification if he/she is unable to understand the question by asking for repetition, increased volume, clarification, explanation/example etc. The student also will demonstrate assertiveness by setting limits if a question is inappropriate using skills practiced in class, e.g. "That's personal." "That's none of your business." "That's not related to my topic," or "I don't know."</p> <p>Standard and Target for Success: It is expected that 70% of the students will successfully complete this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>26 of 29 students (89%) adequately met this SLO. This SLO was assessed through daily practice and warm-up activities. Students worked in pairs and/or groups and discussed a topic provided by the instructor each class period. Students were required to stay on-topic and answer questions appropriately within their activity groups. The three students who did not meet the SLO were ones who struggled to attend regularly and so were unable to adequately answer questions at the level of the SLO. (02/02/2016)</p> <p>Faculty Assessment Leader: Debbie Mochidome Faculty Contributing to Assessment: Evelyn Uyemura and Jennifer Holt-Molina</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>19 students out of 25 (76%) were able to successfully complete this SLO. The 19 students who were successful at completing this SLO had also done well all semester both in listening dictations and a similar exercise done for their Mid-Term speech. Two of the six who did not complete this SLO did not do their Final Speech, nor their Mid-Term speech. They missed several dictations and did poorly on the few they were present for. They were only interested in</p>	<p>Action: The key factor that led some students to fail to meet the SLO was irregular attendance. Therefore, we should consider ways to encourage regular on-time attendance. (02/02/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: What might have been helpful to some of the students who did not succeed at completing the</p>

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		<p>practicing conversation. The 4 other students who did not complete this SLO successfully had a combination of problems including 'no time to study', did not use the LRC for Listening skills exercises, did not use on-line materials available outside class; one student may have had a learning disability but was unwilling to go to the Special Resources Ctr. for assessment and accommodation. (04/21/2015)</p> <p>Faculty Assessment Leader: Suzanne Herschenhorn, Ph.D.</p>	<p>SLO include: a more basic textbook with a lot of grammar drills; the Foreign Language Lab being open evenings; the instructor requiring students to utilize the Learning Resources Center with a tracking system; housing an Adult Education program on campus for students who are not willing to go to Adult Ed and are not quite ready for 51A. (12/10/2014)</p> <p>Action Category: Program/College Support</p>
<p>SLO #4 - Students will demonstrate comprehension of a beginning-level listening passage.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Multiple Assessments - Students will take 4 dictations, each based on a single measure, e.g. cardinal vs. ordinal numbers; numbers from single digits up to 10 digits (millions), directions, e.g. across the street, next to..between, etc. followed by aural comprehension questions based on the dictation. Both the dictation and the Comprehension questions are evaluated.</p> <p>Standard and Target for Success: Students will demonstrate a 70% success rate.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>26 of 29 students demonstrated comprehension of a beginning-level listening passage. The SLO was assessed each class through listening activities as provided in the textbook and by the instructor. These passages varied in length and difficulty, and contained activities such as fill-in-the-blank and multiple choice, pair discussion, etc. (02/02/2016)</p> <p>Faculty Assessment Leader: Debbie Mochidome</p> <p>Faculty Contributing to Assessment: Evelyn Uyemura and Jennifer Holt-Molina</p>	<p>Action: It is not clear that the instructor was fully aware of this SLO, and the assessment seems to have been informal, rather than a based on dictation and comprehension questions. The action we need to take as a department is to ensure that everyone teaching a class, even if it is for the first time, is fully aware of the SLOs and how they are to be assessed. This instructor said that SLO #4 was not on the template she received at the start of the semester, so we need to be sure that the templates are accurate. (02/02/2016)</p> <p>Action Category: Program/College Support</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>19 students out of 25 completed this SLO. There was a 76% success rate. Of the 6 students who did not complete this SLO successfully, there were some individual/personal problems. Listening tapes and exercises were available for use/practice in the Library Learning Resources Center.</p>	<p>Action: Students could be required to use a Listening program in the LRC 1 hours per week outside of class with a tracking system. Adult Education classes could be housed on ECC campus. ECC might offer non-credit pre-ESL credit classes for the 51 series. (12/10/2014)</p>

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		<p>There was also an on-line program that students could access from their personal computers. Two of the six students were only interested in improving and practicing their conversational skills and though it was recommended they attend Adult Ed. Classes, they preferred to be in a college setting. They neither went to the LRC nor practiced on line at home. One student was working full-time and overtime and had little time to do homework. Another student had been living in the U.S. for more than 15 years and although her listening, speaking, and grammar were extremely weak, she had been reasonably successful jobwise and didn't feel she needed to study. One student may have had a Learning Disability but did not wish to go to the Special Resources Center for assessment and accommodation. One student had passed the first two listening tests and failed the last two. For the students who passed, they appeared to be highly motivated; paid attention in class; did their homework, but only 5 of them utilized the Listening & Pronunciation etc. exercises on line. (04/21/2015)</p> <p>Faculty Assessment Leader: Suzanne Herschenhorn, Ph.D.</p>	<p>Action Category: Program/College Support</p>

ECC: ESL 51B:Intermediate Listening, Speaking and Pronunciation

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Students will plan and deliver a 5-7 minute speech on an intermediate-level topic.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Presentation/Skill Demonstration - Students prepare a speech on an assigned topic and deliver the speech to the class.</p> <p>Standard and Target for Success: 70% of the students will receive a grade of C (70%) or better.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>A total of 51 students in 2 sections (30 in one section and 21 in the other) were assessed. Of the 51 students evaluated, 49 (96%) met or surpassed this standard</p> <p>This SLO assessment's success rate is 4% lower than that of the previous assessment (100%). This discrepancy is likely due to the fact that two students in one section (4%) were absent the day of the assessment. Nevertheless, these results indicate that all of the students who did participate in the assessment understood the requirements of the assignment and had the ability to complete it successfully. (12/11/2015)</p> <p>Faculty Assessment Leader: Debra Mochidome</p> <p>Faculty Contributing to Assessment: Debra Mochidome and Greta Hendricks</p>	<p>Action: Continue to assign 5-7 minute speeches and give students internet-based and more conventional techniques for previewing their topics before researching them in more detail. Continue providing a library orientation to familiarize students with relevant research techniques and materials. Continue to provide follow-up classroom activities to give students hands-on experience in conducting their own research. (12/16/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue to assign 5-to-7-minute speeches on an assigned topic. By previewing related topics, students were well-prepared and comfortable planning their own speeches. Providing a library orientation to reference books gave students the background they needed to accomplish the task successfully. (12/18/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Students will use relatively</p>	<p>Presentation/Skill Demonstration - Students prepare a speech on an assigned topic, and deliver this speech to the class.</p> <p>Standard and Target for Success: 70% of the students assessed will receive a grade of C (70%) or higher.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall</p>	<p>Action: Continue to emphasize</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>correct phonemes, stress, and intonation.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 12/10/2013</p>	<p>A rubric was used that evaluated each student as they spoke on stress, intonation and phonemes. The speech was also evaluated on overall oral production and comprehensibility</p> <p>Standard and Target for Success: 70% of students will receive a score of 7/10 or better on pronunciation in their prepared speech.</p>	<p>2015)</p> <p>Standard Met? : Standard Met</p> <p>A total of 51 students in 2 sections (30 in one section and 21 in the other) were assessed. Of the students evaluated, 49 (96%) met or surpassed this standard. Two students in one section (4%) were absent the day of the assessment.</p> <p>This SLO assessment's success rate is 6% higher than in the previous assessment (90%). This increase is likely due to an increased emphasis on the articulatory system's mechanics and its roles in phoneme production and in increasing an awareness of phonemic differences. Self-correction was also encouraged. Also, students of mixed language backgrounds worked together in pairs and small groups to practice their pronunciation and to provide constructive feedback to each other. (12/11/2015)</p> <p>Faculty Assessment Leader: Debra Mochidome</p> <p>Faculty Contributing to Assessment: Debra Mochidome and Greta Hendricks</p>	<p>students' phonemic discrimination and self-correction skills. Continue to provide classroom activities, such as pair and small-group assignments where students can work together to strengthen these skills. Introduce internet-based resources students can access outside the classroom to further reinforce their pronunciation skills development. (12/18/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Students will distinguish phonemic differences in words.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - This SLO will be evaluated through a teacher-delivered listening test in which students must choose the word that they hear, for example: Did she say LATE?/Did she say RATE?</p> <p>Standard and Target for Success: 70% of students will achieve a grade of 70% or better.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>A total of 51 students in 2 sections (30 in one section and 21 in the other) were assessed. Of the students evaluated, 49 (96%) met or surpassed this standard. Two students in one section (4%) were absent the day of the assessment.</p> <p>This SLO assessment's success rate is 6% higher than that of the previous assessment (90%). Concurrent with SLO #2's emphasis on phoneme production, there is a corresponding development of aural phoneme discrimination skills. Once again, as with SLO #2, self-correction and peer feedback may account for the increased success rate for this SLO assessment. (12/11/2015)</p> <p>Faculty Assessment Leader: Debra Mochidome</p> <p>Faculty Contributing to Assessment: Debra Mochidome and Greta Hendricks</p>	<p>Action: Continue to emphasize students' phonemic discrimination skills. Continue to provide classroom activities, such as pair and small-group assignments where students can work together to strengthen their listening skills. Introduce internet-based resources students can access outside the classroom to further reinforce their listening skills development. (12/16/2016)</p> <p>Action Category: Teaching Strategies</p>

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<p>SLO #4 - Students will demonstrate comprehension of an intermediate-level listening passage.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 02/03/2016</p> <p>Comments:: 02.03.2016: Renumbered from SLO#5 to #4. (Previous SLO #4 inactivated and re-numbered to #04.) Per Kevin Degnan's 2.02.16 e-mail. [ip]</p>	<p>Exam/Test/Quiz - The instructor will select an intermediate-level passage with key words omitted (cloze exercise) and will read the passage aloud as students listen and write in the missing words.</p> <p>Or alternatively, the instructor will select an intermediate-level passage and read it aloud as students listen and take notes. Students will then study their notes and be tested at a later time on their comprehension of the passage.</p> <p>Standard and Target for Success: 70% of students will achieve a grade of 70% or better.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>A total of 51 students in 2 sections (30 in one section and 21 in the other) were assessed. Of the students evaluated, 49 (96%) met or surpassed this standard. Two students in one section (4%) were absent the day of the assessment. This SLO assessment's success rate is 8% higher than that of the previous assessment (88%), representing the greatest improvement of all the SLOs assessed for this report.</p> <p>Students were given a cloze exercise where the instructor read the accompanying passage aloud as the students filled in the missing words. Unlike the last assessment, where the assessment instrument consisted of two cloze exercises/passages, this time, students were given one exercise/passage with an equivalent number of blanks. It is possible that the continuity of working with one topic (vs. two), may have contributed to the increase in this assessment's success rate. However, the improved success rate is more likely due to more emphasis having been placed on listening skills and adding more listening activities (e.g. answering questions after listening to Storycorps and other, similar podcasts, enhancing note-taking skills, etc.) may have played a role as well. (12/11/2015)</p> <p>Faculty Assessment Leader: Debra Mochidome</p> <p>Faculty Contributing to Assessment: Debra Mochidome and Greta Hendricks</p>	<p>Action: Continue to emphasize listening comprehension skills development. Continue to provide classroom activities, such as listening to news reports, podcasts, etc. and "picking out" their key points, as a class and in pairs and small groups. Introduce internet-based resources students can access outside the classroom to further reinforce their listening comprehension skills development (12/16/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: ESL 51C:Advanced Listening, Speaking and Pronunciation

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Students will plan and deliver an 8-10 minute, well-organized speech on an advanced-level topic.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/10/2013</p>	<p>Presentation/Skill Demonstration - Presentation must be at least 7 minutes long and no longer than 15 minutes. Students must prepare a visual such as a Powerpoint, and present their speech to the class. At the end of the presentation, they must answer pertinent questions from their classmates and/or instructor.</p> <p>Standard and Target for Success: At least 70% Acceptable. A grade of 70% or higher on the presentation is considered "acceptable." Presentations that are much shorter than 8 minutes, or that are seriously disorganized or otherwise incoherent will not be acceptable. Topics should be approved in advance by the instructor and should require some personal and/or internet research.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of the 32 students in the one section offered in Fall 2014, all 32 students did in fact deliver a presentation. 25 of these presentations were judged to meet the standard of Acceptable. That is a 78% success rate. (12/19/2014)</p> <p>Faculty Assessment Leader: Evelyn Uyemura</p> <p>Reviewer's Comments: Students felt that 8-10 minutes was a short time to deliver all the information they wanted to present. However, with 30 or more students in the class, allowing for 15-minute presentations requires 8 to 10 hours of class time to be spent simply listening to student presentations, which in practice means two full weeks or one-eighth of the semester. This seems excessive. In future semesters, I would give students more time to plan and prepare their materials, and to incorporate their own survey results into the presentation. I found that it is important to have students present on topics related to American life and culture, so that the information presented is useful and relevant to the rest of the students in the class. Students expressed a desire to have more experience with shorter group presentations prior to this assignment, which is reasonable, but again, time is short and classes are large! They did 2 group presentations prior to this final one.</p>	<p>Action: Continue to choose culturally-relevant topics related to life in the United States, so that the presentations are of interest to all the students in the class. Consider allowing longer presentations, depending on the number of students in the class. Give students as many opportunities as possible to do smaller-scale presentations prior to this major one at the end of the semester. (12/18/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Presentation/Skill Demonstration - Presentation must be at least 7 minutes long and no longer than 15 minutes. Students must prepare a visual such as a Powerpoint, and present their speech to the class. At the end of the presentation, they must answer pertinent questions from their classmates and/or instructor.</p> <p>Standard and Target for Success: At least 70% of the students will</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Out of 33 students who are enrolled in the class, 4 students have stopped attending class. Of the remaining 29 students, all 29 gave a presentation. All students received a score of at least 70%, although 3 of them were shorter than 7 minutes long. Two students were absent on the day their presentation was due, and as a result were penalized 20 points, but for the purposes of this assessment, I am basing their success rate on the actual presentation, and setting aside the penalty for lateness. All of them were able to</p>	<p>Action: Place greater emphasis on the importance of practicing their speech so that they will not read, even from notes. Possibly change the rubric to penalize reading, whether from note cards or the screen. (12/02/2016)</p> <p>Action Category: Teaching Strategies</p>

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	achieve at least a C (70% or better.)	<p>respond to questions from classmates and the instructor. Prior to doing the presentation, they were assigned a listening assignment that required them to find and watch a Youtube video about how to give a great Powerpoint presentation. At the next class, they discussed with classmates the guidelines they had learned, which especially emphasized not putting too many words on the slides. As a result of that preparation, they were much more successful in creating effective Powerpoints than in their earlier presentations. They were also more conscious of making eye contact and not turning around to face the screen. There were still some issues with reading, either from the screen or from notes. (12/02/2015)</p> <p>Faculty Assessment Leader: Evelyn Uyemura</p> <p>Reviewer's Comments: Don't put anything here!</p>	
<p>SLO #2 - Students will use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/10/2013</p>	<p>Presentation/Skill Demonstration - This will be assessed as one aspect of the 8-10 minute presentation referenced in SLO#1. Students will be assessed based on overall comprehensibility of their speech, as well as any key terms that occur in the speech. Non-verbal aspects to be assessed include speaking volume, eye contact, speaking from notes without reading, and avoiding distracting mannerisms.</p> <p>Standard and Target for Success: 70% of students assessed will be found Acceptable. 70% or more of assigned points for pronunciation and non-verbal features is the standard for Acceptable.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Of the 29 students who gave presentations, all 29 were acceptable in their phonemes, stress, intonation, and nonverbal features. (12/02/2015)</p> <p>Faculty Assessment Leader: Evelyn Uyemura</p>	<p>Action: Continue to focus on pronunciation, especially stress patterns, throughout the semester. Given the anxiety of giving a speech, most students are not able to focus on pronunciation, specifically, so the results are representative of what their baseline pronunciation is, which overall is comprehensible without a great deal of strain from a willing audience. Focus their attention on checking on pronunciation of key words *before* the day they give the speech, so that they can practice more effectively. (12/02/2015)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of 32 students in the class, 30 were found to be Acceptable. This is a 93% success rate, which is higher than expected. While all of the students still have a "foreign accent," nearly</p>	<p>Action: Continue to assign a listening log assignment prior to the speech in which they watch Youtube videos that give advice about how to give a successful Powerpoint presentation. (12/18/2015)</p>

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		<p>all of them were comprehensible to the instructor and to each other. (12/19/2014)</p> <p>Faculty Assessment Leader: Evelyn Uyemura</p> <p>Reviewer's Comments: Prior to presenting their final speeches, students were assigned to watch several youtube videos on common problems in making Powerpoint presentations, which made them very aware of the importance of eye contact, of not putting too many words on the screen, not reading off the screen, and not turning their backs on the audience to look at the screen. As a result, they were quite self-aware of the importance of paralinguistic and non-verbal presentation skills. Nearly all the students took my advice using their own phone (with help from a classmate) to video-record their presentation and to use that in preparing a reflection on how their presentation went. They were also aware of the importance of learning the correct pronunciation of significant vocabulary that they would use in their presentation. While their phonemic-level accuracy is not perfect, in very few instances did it impede comprehensibility.</p>	<p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Students will select and retain salient information from advanced-level sources.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - The SLO was assessed by preparing a 20-item cloze-type test based on a 4-5 minute news report from VOA News which was played in-class. Students listened once for overall comprehension, once to fill in the blanks, and a third time to check their answers.</p> <p>Standard and Target for Success: 70% of students assessed will be found to be Acceptable. Acceptable is 70% or higher on a test of listening comprehension.</p> <p>Reviewer's Comments: This type of assessment is easy to prepare and to score, and it is very helpful in determining students' accuracy and comprehension. It does not precisely</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of the 32 students in the class, 30 were judged Acceptable in this SLO. This is a 93% success rate. (12/19/2014)</p> <p>Faculty Assessment Leader: Evelyn Uyemura</p> <p>Reviewer's Comments: The original idea was to assess this SLO as part of the 8-10 minute speech, but in my opinion, it is not realistic to evaluate all the students in the class on their retention of salient information from their classmates' speeches. Since I had my students do weekly listening logs, and gave 3 cloze-type tests to evaluate their listening comprehension, I decided that this sort of test was a more meaningful way of evaluating their ability to select and retain information from an advanced-level source. In the future, I suggest creating a similar test with part of it as a cloze-test and part of it listening only followed by comprehension questions. Websites such as VOA News have materials that are readily adapted to this procedure,</p>	<p>Action: Provide frequent in-class opportunities for students to practice cloze-type activities. (BreakingNewsEnglish has online examples that students can practice on their own.) This method of evaluating their listening comprehension is extremely enlightening and should be used as much as possible. (12/18/2015)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>evaluate students' ability to "retain salient information," but you cannot retain information unless you first apprehend it. Perhaps the SLO descriptor should be changed to match the assessment. It is very enlightening to see where students have the most difficulty in their listening comprehension. I have found that a knowledge of vocabulary is crucial for students to "hear" the words, so care must be taken in selecting words to omit (test for.) A more detailed testing method would be to use cloze-type activities for the first half and to have the second half of the report be listened to without a written script, and to have comprehension questions based on it.</p>	<p>and students told me that, although it made them anxious, they found this procedure very helpful.</p>	
	<p>Exam/Test/Quiz - In response to a 12-minute listening exercise based on VOA News description of climate change talks in Paris, students did 15 cloze-type responses and 5 questions in which they had to retain information and choose the best answer.</p> <p>Standard and Target for Success: 70% or better.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>26 students completed the final assessment. All of them were successful. The low score was 83%, 3 students had a perfect score of 100%, and the overall average on the test was 92.8%. This high success rate suggests to me that perhaps the test should have been more challenging. For a previous homework assignment, students were asked to listen to a 45-50 minute podcast on a popular topic of their choice, and a number of students noted that it was quite difficult and stressful to do so. They also found it difficult to listen and retain information from the president's 13-minute speech on terrorism. So truly native-like levels of comprehension are still not attained by many of the students. However, in a controlled environment in which they listen 3 times, they are able to reach 90% or better comprehension. (12/11/2015)</p> <p>Faculty Assessment Leader: Evelyn Uyemura</p>	<p>Action: Continue to assess in the same manner, but choose somewhat more challenging material or more difficult questions in order to truly evaluate those whose listening skills are adequate for college-level work in English and those who need more development. (12/11/2016)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #4 - Students will formulate questions and respond appropriately in academic and other advanced-level situations.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/10/2013</p>	<p>Presentation/Skill Demonstration - At the end of their 8-10 minute presentation, students were required to respond to questions and comments from their classmates and/or instructor about the information they had presented. Their ability to respond spontaneously and meaningfully was part of the rubric for the presentation.</p> <p>Standard and Target for Success: 70% of the students will receive a score of 70% of assigned points or higher (7/10).</p> <p>Reviewer's Comments: Part of the SLO relates to students' ability to ask as well as answer pertinent questions, and students do ask questions at the end of presentations, but I did not find a way to quantify or evaluate students on the questions they asked, so my evaluation is based on each student's ability to respond to questions they were asked.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Of the 29 students in the class, all were able to respond appropriately to questions at the end of their presentation from their classmates and instructor. (12/02/2015)</p> <p>Faculty Assessment Leader: Evelyn Uyemura</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of 32 students being assessed, 29 were rated Acceptable on this SLO. This is a 90% Acceptable rating, which is above the 70% benchmark. (12/19/2014)</p> <p>Faculty Assessment Leader: Evelyn Uyemura</p> <p>Reviewer's Comments: While this SLO was formally assessed as part of the 8-10 minute presentation near the end of the semester, it was actually relevant in many of the earlier assignments throughout the semester. For example, students were also evaluated on their skills in role-playing a hiring panel and job applicants, and they also prepared an interview of members of the community in order to prepare an oral history assignment. All of these contexts requires extensive skills in formulating questions and responding appropriately in academic and advanced-level situations. However, in terms of what is quantifiable and assessable, the context we have chosen works well.</p>	<p>Action: The SLO includes "formulating" as well as answering questions, but this method of assessment does not actually measure their ability to formulate questions. Not all students voluntarily ask questions at the end of a classmates presentation. Perhaps in the future, we can assign an individual student to formulate at least one question after a specific classmate's presentation. This would create greater engagement in the "audience." (12/02/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Rather than evaluating this SLO as part of the major presentation at the end of the semester, it should be evaluated in a different context, such as an assignment in which they role-play a job interview. (12/18/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: ESL 52A:Introduction to Reading and Vocabulary Building

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Given a low intermediate text, students will Identify main ideas and specific details.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - •To assess SLO #1, two readings will be given. One reading will be a short prose reading that has never been seen by the students (perhaps a similar reading to the subject matter of their vocabulary text, such as Inside Reading 1). The other reading will be a reading the students have read and discussed in class before the final exam. One main idea question and four detail questions will be asked about each reading. (Total 10 questions to satisfy SLO #1 assessment)</p> <p>Standard and Target for Success: 70% of students in all sections should pass on each SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>68 out of 80 students provided acceptable answers on ten questions. Therefore, 85% of the students demonstrated they are able to meet this SLO. This is 2% higher success rate than previous assessment cycle. Identifying main ideas and specific details is reviewed in Reader's Choice and Inside Reading chapter work, the two textbooks used by all 52B instructors. Context clues in the form of transitions and rhetoric structure of paragraphs and longer texts are explicitly taught as a means of discovering main ideas. As for non-success in this category, vocabulary continues to be a problem for students. While context clues help, meaning remains obfuscated for these learners. (01/26/2016)</p> <p>Faculty Assessment Leader: Nancy Currey</p> <p>Faculty Contributing to Assessment: Debbie Mochidome, Nitza Llado</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>83% of students from all sections passed SLO #1. This number can be contributed by the continual instruction of locating the main idea after reading a selection in either class or homework assignments. Also, instruction is given to distinguish the main idea from specific details. The textbooks used in all sections contain instruction and practice for this skill. (02/04/2015)</p> <p>Faculty Assessment Leader: Rebecca Loya</p> <p>Faculty Contributing to Assessment: Nancy Currey, Debbie Mochidome</p>	<p>Action: Continue to practice SLO #1 with students using the textbooks that explicitly teach and recycle these strategies. (02/23/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Faculty will continue to use the current textbooks with main idea exercises. They seem to be working well. To improve the percentage in the future, the faculty may add more exercises and give help to individual students who do not understand the concept. (09/01/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context.</p> <p>Course SLO Status: Active</p>	<p>Exam/Test/Quiz - •To assess SLO #2, students will be given 5 questions. The questions will contain one word each that the students have never</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>68 out of 80 students provided acceptable answers for 5</p>	<p>Action: Faculty will continue to stress context clue development as a strategy for guessing meaning of unfamiliar words in context.</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 12/10/2013</p>	<p>seen before. They will need to guess the meaning of these words from their contexts. (Total 5 questions to satisfy SLO #2 assessment)</p> <p>Standard and Target for Success: 70% of students in all sections should pass on each SLO.</p>	<p>questions for an 85% success rate. This is a 2% higher success rate than the previous assessment cycle. Reader's Choice and Inside Reading textbooks instruct and recycle instruction in using contextual clues to understand the meaning of unknown words. We quiz our students on this skill throughout the semester; trying to wean students of their dictionaries is a primary goal in the class. 52 series teachers have agreed to increasing parts of speech review and practice. All of these elements work. (01/26/2016)</p> <p>Faculty Assessment Leader: Nancy Currey</p> <p>Faculty Contributing to Assessment: Debbie Mochidome, Nitza Llado</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>83% of students from all sections passed SLO #2. This number can be contributed by the continual instruction of guessing meaning in context. The textbooks used in all sections contain instruction and practice for this skill with an emphasis on context clue instruction. In addition, the faculty have created handouts that they used throughout the semester. EX: Simon and Loya worked together to create a "Parts of Speech" handout that shows students the form and function of n, v, adj, and adv. The handout proves specifically useful in identifying most common suffixes for each word form. This handout is available to all 52B instructors. (02/04/2015)</p> <p>Faculty Assessment Leader: Rebecca Loya</p> <p>Faculty Contributing to Assessment: Nancy Currey, Debbie Mochidome</p>	<p>(02/24/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Faculty will continue to stress context clue development as a strategy for guessing meaning of unfamiliar words in context. (02/23/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Faculty will continue to use the handouts made in previous semesters along with the guessing words from context exercises that are provided in the textbook. (09/01/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Given a low intermediate text, students will choose the correct word form to complete a sentence.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - •To assess SLO #3, students will be given five questions. Each question will be a sentence with a vocabulary word, in its correct form, missing. They will need to choose the correct word form of the vocabulary word from the choices given. These words will have been studied during the class before the</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>62 of 80 students answered 5 questions correctly for a success rate of 78%. This is 6% higher success rate than the previous assessment cycle. This increase in the success rate could be attributed to the inclusion of handouts/review of parts of speech throughout the semester per the previous assessment cycle action. (01/26/2016)</p>	<p>Action: Continue to use Loya and Simon's handout to assist students in memorizing common suffixes for each word form. Continue to stress parts of speech identification throughout the semester by means of spot checking while reading sentences in class. (02/23/2016)</p> <p>Action Category: Teaching</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>final exam. (Total 5 questions to satisfy SLO #3 assessment)</p> <p>Standard and Target for Success: 70% of students in all sections should pass on each SLO.</p>	<p>Faculty Assessment Leader: Nancy Currey Faculty Contributing to Assessment: Debbie Mochidome, Nitza Llado</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 72% of the students from all the sections passed SLO #3. Although the standard was met, this percentage was the lowest of all the SLOs. The faculty is aware that word forms are a difficult area for the beginning reading and vocabulary population. The main reason for this is the level: some students have never studied grammatical parts of speech before. Lessons, explanations and practices are needed to learn word forms/grammatical parts of speech. This basic knowledge is necessary to begin to understand word forms of particular vocabulary words. Faculty hope to create more lessons to teach and/or review basic parts of speech. (02/04/2015) Faculty Assessment Leader: Rebecca Loya Faculty Contributing to Assessment: Nancy Currey, Debbie Mochidome</p>	<p>Strategies</p> <hr/> <p>Action: Faculty will discuss the necessity of teaching grammatical parts of speech in 52A before attempting to teach new vocabulary and their parts of speech. (09/01/2015) Action Category: Teaching Strategies</p>
<p>SLO #4 - Given a low intermediate text, students will explain plots, describe settings and characters.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018) Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - •To assess SLO #4, students will be given 5 questions about elements of plot, setting, and characters. The questions will be asked about readings the students have already read and discussed in class before the final exam. (Total 5 questions to satisfy SLO #4 assessment) Standard and Target for Success: 70% of students in all sections should pass on each SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 71 out of 80 students gave acceptable answers to 5 questions for a success rate of 89%. This is 6% improvement from previous semesters. Two factors that may assist in the improved scores: 1. Students who struggle with reading for understanding literary elements are encouraged to seek extra help first from the instructor during office hours, and secondarily from the Reading Success Center. Students have informally reported receiving positive assistance from the RSC. 2. In many 52B classes, there is the inclusion of a final group presentation of analysis literary elements of a given text. This further personalizes the learning. (01/26/2016) Faculty Assessment Leader: Nancy Currey Faculty Contributing to Assessment: Debbie Mochidome,</p>	<p>Action: Instructors will continue to explicitly introduce literary elements to students, practicing using elements as a means of analyzing, comparing and contrasting literature throughout the semester with less teacher centered, more student centered learning as the semester progresses. (02/23/2016) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>Nitza Llado</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>83% of students passed for this SLO. This standard is met and the number coincides with the results for SLO #1 and #2. Teaching about plot, setting and characters is a natural part of a reading class. Faculty gives students either a short novel or short stories to discuss and analyze. The percentage could be improved by providing more help to lower-level students. (02/05/2015)</p> <p>Faculty Assessment Leader: Rebecca Loya</p> <p>Faculty Contributing to Assessment: Nancy Currey, Debbie Mochidome</p>	<p>Action: Discuss with faculty ways to improve student understanding of the three literary topics. (02/05/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: ESL 52B:Intermediate Reading and Vocabulary Building

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Given a high intermediate text, students will interpret the implied meaning or intent.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - In one section of a multiple-section SLO assessment, students answered 5 multiple-choice questions where they were to choose the correct interpretation of the implied meaning of portions of a longer text.</p> <p>Standard and Target for Success: The standard target was 70%.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>Of the 130 students assessed, 88 (68%) achieved the standard. Unlike the previous assessment of this SLO, students were not predisposed to the testing material. This could be one reason why the percentage was slightly under target. In the future, instructors may consider presenting the reading ahead of the final exam in order to acquaint the students with the subject. Practice questions could be given so that students know what to expect on the exam.</p> <p>(12/11/2015)</p> <p>Faculty Assessment Leader: Rebecca Loya</p> <p>Faculty Contributing to Assessment: Nitza Llado, Jenny Simon, Vicky Blaho</p>	<p>Action: As the results of this assessment did not meet the target, instructors should make it a point to communicate the assessment method previous to preparing their final exam so that all instructors of the 52B can agree on a one reading, or readings similar in nature, to be presented to students before the final exam. By doing this, students can be exposed to the subject matter and be able to practice questions that ask about implied meaning.</p> <p>(12/16/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: As the results of this assessment surpassed the standard, instructors will continue to use current pedagogical methods to teach inference interpretation.</p> <p>(12/10/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: As the target standard had been surpassed, instructors will continue to implement current classroom pedagogy to teach inference interpretation.</p> <p>(01/29/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: The students can be given more practice in stating the implied meaning or intent of the reading passages. This can be accomplished</p>
	<p>Exam/Test/Quiz - The students were given a set of short passages with multiple choice questions to find the implied meaning of each reading.</p> <p>Standard and Target for Success:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>According to the results obtained, 68% of the students tested met the standard for SLO #1. 32% of the students did</p>	

Course SLOs	Assessment Method Description	Results	Actions
	<p>Students were expected to receive a 70% or higher on the multiple choice test.</p> <p>Reviewer's Comments: A possible suggestion could be that all faculty members be involved in the design of the instrument used for testing. This would facilitate the scoring and the analysis of the results.</p>	<p>not meet the standards. Therefore, the goal for SLO #1 was not met because the goal was 70% or above. (12/17/2015)</p> <p>Faculty Assessment Leader: Nitza Llado</p>	<p>by giving them practice sheets to work at home and discuss in class. (12/17/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Given a high intermediate text, students will identify main ideas and specific details.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - In a multiple-section assessment, students answered 5 multiple-choice questions whose responses choices required them to be able to distinguish between main ideas and details supporting these main ideas.</p> <p>Standard and Target for Success: The standard was 70% correct.</p> <p>Exam/Test/Quiz - As part of a multiple-section assessment, students answered 5 multiple-choice questions which required them to be able to distinguish between main ideas and the details supporting them.</p> <p>Standard and Target for Success: The standard was 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>Of the 130 students assessed, 77 (59%) achieved the standard. Clearly, the target level was not reached in this semester's assessment. Unlike the previous semester's assessment, students were not given the reading before the assessment. This could be one of the reasons why students scored low. Of the four instructors who taught the class, two instructors' students scored lower than the others. In the future, these instructors should meet with the other instructors to discuss consistency in readings and in teaching methods. It could be that the instructors with low scoring students may have not practiced this SLO skill enough. Distinguishing between main idea and specific details can be a challenge for ESL students, so plenty of practice is always necessary. (12/11/2015)</p> <p>Faculty Assessment Leader: Rebecca Loya</p> <p>Faculty Contributing to Assessment: Nitza Llado, Jenny Simon, Vicky Blaho</p>	<p>Action: In the future, all instructors should meet to discuss teaching methods used to help students understand what a main idea is in a reading and how to figure it out through predicting, skimming, and scanning. These reading skills along with practicing critical reading comprehension will hopefully improve results for this SLO in the future. (12/16/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: While the standard was met, in the future, instructors will continue to develop methods for identifying main ideas from readings in order to strengthen students' awareness of standard rhetorical/expository structures, etc. For example, instructors can develop</p>

Course SLOs	Assessment Method Description	Results	Actions
			<p>exercises where students analyze and diagram the structure of a paragraph (or longer reading) and identify elements such as the paragraph's topic sentence, supporting details, etc. (12/10/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - The students were given a set of short passages with multiple choice questions to select the main idea and supporting details for each passage.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>For SLO #2, 130 students were assessed and only 59% were acceptable. The expected score was 70%. Therefore, the students did not meet the standards. There may be a need for more faculty meetings to discuss the instrument, the expected outcome and other related topics. (12/17/2015)</p> <p>Faculty Assessment Leader: Nitza Llado</p>	<p>Action: Students need to have more practice in the areas of main ideas and supporting details. This can be accomplished by asking students to highlight the main idea and list the supporting details in each passage. (12/17/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Given a high intermediate text, students will choose the correct definition of unfamiliar words based on the context.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Summer 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - As part of a multiple-section assessment, students were asked 5 multiple-choice questions where they were required to use an unfamiliar word's or expression's context to determine its meaning.</p> <p>Standard and Target for Success:</p> <p>The standard was 70%.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Of the 130 students assessed, 93 (72%) achieved the standard. The target was met for this SLO, but in the future, instructors should try to reach a higher percentage by incorporating more activities and practices involving context clues. Students should learn how to guess the meaning of a word they don't know by looking at the context. This skill is important in helping students understand the meaning of a sentence without using their dictionaries. This skill also contributes to understanding the overall meaning of a paragraph. (12/11/2015)</p> <p>Faculty Assessment Leader: Rebecca Loya</p> <p>Faculty Contributing to Assessment: Nitza Llado, Jenny Simon, Vicky Blaho</p>	<p>Action: As the standard was met, instructors will continue to develop methods for using context clues to determine an unfamiliar word or expression's meaning. (02/02/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Action: While the target standard was met, instructors will continue to develop methods for using context clues to determine an unfamiliar word or expression's meaning. For example, they can take an article or editorial from the college newspaper and create an exercise where students are asked to define words/expressions based on these words'/expressions' contexts. (12/10/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>Exam/Test/Quiz - The students were given multiple passages to read. Important vocabulary words were highlighted. The students had to choose the correct meaning of each word within the context of the readings.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met For SLO #3, 72% of the students met the standards. The required minimum score was 70%. These results show that the students had extensive practice in vocabulary building such as defining words, word associations, word forms, and other related activities. (12/17/2015) Faculty Assessment Leader: Nitza Llado</p>	<p>Action: Although the goal was met, next semester there will be a greater variety of practice activities for vocabulary building within different formats. (12/17/2015) Action Category: Teaching Strategies</p>
<p>SLO #4 - Given a high intermediate text, students will choose the correct word form to complete a sentence. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019) Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - As part of a multiple-section assessment, students answered 5 multiple-choice questions where they were to use their knowledge of affixes to choose a word of the appropriate part of speech to complete a sentence. Standard and Target for Success: The standard was 70%.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Of the 130 students assessed, 96 (74%) achieved the standard. In the past, students had much difficulty with this SLO. Many students were not familiar with grammatical parts of speech and had to be taught each part of speech while teaching new vocabulary. After have acknowledging this fact, instructors made handouts and lesson on basic parts of speech to be presented at the beginning of the semester. By including lessons specifically on parts of speech, students have been able to understand word forms better. Continuing to study affixes will also maintain the target. (12/11/2015) Faculty Assessment Leader: Rebecca Loya Faculty Contributing to Assessment: Nitza Llado, Jenny Simon</p>	<p>Action: As the standard was met, instructors will continue to use current pedagogical methods to teach affixes and word forms. (12/16/2016) Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Students were given a test where they had to add the missing prefix and/or suffix for each word. They were also given a list of prefixes and suffixes to form new words.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 74% of the students met the standards for SLO #4. The expected average was 70%. As students were exposed to many word-building activities in different formats, they did well in this area. Students were enthusiastic about their new knowledge of vocabulary words. (12/17/2015) Faculty Assessment Leader: Nitza Llado</p>	<p>Action: The students met the standards for SLO #4. Ongoing practice in vocabulary building will continue to help students read and write at a higher level. (12/17/2015) Action Category: Teaching Strategies</p>

ECC: ESL 52C:Advanced Reading

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Given an advanced text, students will use textual evidence to analyze themes and plots, describe settings and examine characters.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - Multiple choice and short answer. 10 questions total.</p> <p>Standard and Target for Success: 70% of class will receive an acceptable score (7 of 10 questions answered correctly)</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>14 out of 19 students provided acceptable answers on three short-answer questions. Therefore, 73.6% of the students demonstrated they are able to meet this SLO. Several times in the semester students read short stories and were asked to analyze (orally and in writing) them in terms of plots, themes, etc. However, 73.6% is just above the pass rate, so they probably need more practice. (12/14/2015)</p> <p>Faculty Assessment Leader: Matt Kline</p> <p>Related Documents:</p> <p>The_Chaser_John_Collier_with_SLO Questions.docx</p>	<p>Action: Faculty will continue to use the same teaching strategies and materials to prepare students to analyze themes, plots, etc. However, they will give students at least two more readings in order to increase the amount of practice students have doing this skill. (03/10/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>17 of 19 students answered correctly for a success rate of 89%. In 52C students get a lot of practice in responding to a variety of fiction including short stories, novel and poetry. This practice clearly serves them well. I would not change how this is taught. (01/30/2015)</p> <p>Faculty Assessment Leader: Nancy Currey</p>	<p>Action: In terms of teaching and curriculum, there are no changes. However, it was brought to my attention by struggling students that they were concurrently enrolled in both 53A and 52C. They had placed into these two levels based on the ESL placement test. These students told me that they felt the placement test was "too easy" based on the difficulty of my course. They informed me that they had both earned a near perfect score. I alerted the department to the issue. We agreed to ensure that testers don't place 53A students any higher than 52B until we can address the faulty test instrument. Two students who received an F throughout the semester were not included in the final SLO assessment as they were extreme outliers. (01/30/2015)</p> <p>Action Category: Program/College Support</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 - Given an advanced text, students will identify and examine literary devices, such as metaphor, simile.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - 10 Multiple choice and short answer questions in an in-class final test.</p> <p>Standard and Target for Success: 70% of class will receive a 70% or higher acceptability (7 of 10 correct answers)</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>15 out of 17 students were able to correctly answer one short-answer question regarding a simile. However, the way the item was constructed did skew these results. The item contained two parts. It asked students to state whether the simile was a metaphor or a simile, and the second part asked them explain the meaning of the literary device. Six students correctly explained what the literary device meant but incorrectly identified it as a metaphor rather than a simile. Therefore, the test should be changed and should separate the question into two separate questions. (12/14/2015)</p> <p>Faculty Assessment Leader: Matt Kline</p>	<p>Action: Change the short answer question regarding simile and metaphor into two questions for separate identification. (09/16/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: 6 out of the 17 students who took the assessment were not able to correctly identify the literary device as a simile. Students need more examples of metaphors and similes. Further, students should have more practice creating metaphors and similes. Having students create examples and giving them feedback will help them better understand the differences between a metaphor and a simile. (03/10/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>16 of 19 students scored 70% or higher for a success rate of 84%. While this is slightly lower than SLO 1 success, I attribute the lower score to my test questions. I am quite confident of students ability to meet SLO#2 standards. (01/30/2015)</p> <p>Faculty Assessment Leader: Nancy Currey</p>	<p>Action: In terms of teaching and curriculum, there are no changes. However, it was brought to my attention by struggling students that they were concurrently enrolled in both 53A and 52C. Two students who received an F throughout the semester were not included in the final SLO assessment as they were extreme outliers. They had placed into these two levels based on the ESL placement test. These students told me that they felt the placement test had been "too easy" based on the difficulty of my course. They informed me that they had both earned a near perfect score on the ESL placement test. I alerted the</p>

Course SLOs	Assessment Method Description	Results	Actions
			<p>department to the issue. As a temporary measure we agreed testers would ensure that they do not place 53A students any higher than 52B until we can address the faulty test instrument.</p> <p>This spring, I will communicate with testing services to ensure that the assessment instrument is being reviewed. (05/07/2015) Action Category: Program/College Support</p>
<p>SLO #3 - Given an advanced text, students will define the meaning of unfamiliar words from the context. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017) Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - Multiple choice 5 questions. Following a short advanced level passage, students will choose from 5 choices which synonym best matches the target word from the passage. Standard and Target for Success: 3 of 5 correct answers</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 17 out of 19 students scored 70% or higher on the 10-item multiple choice questions that measured students' ability to guess the meaning of unfamiliar words from context. Guessing meaning from context is obviously a skill most of the students excelled at doing. Students most likely did so well on these items because come into 52C with a lot of experience with this skill. Guessing meaning from context is a skill that students practice a lot in the prerequisite course (ESL 52B). (12/14/2015) Faculty Assessment Leader: Matt Kline Reviewer's Comments: Interestingly, the two students who did not meet this standard had already taken English 1A one time. One of them failed 1A on his first attempt and was recommended to take ESL 52C before trying to attempt taking 1A again. The other student passed English 1A and felt that she needed to take ESL 52C in order to better prepare her for English 1B. The ESL 52C instructor felt that both of these students were rather weak and probably will have trouble passing 1A and 1B.</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 95% of students (18 of 19) scored 70% or higher, getting 3</p>	<p>Action: Faculty should continue to provide explicit instruction on this reading skill. They should give students even more worked examples of how to guess the meaning of unfamiliar words from context, and students should be asked to practice this skill throughout the semester. One way to give more worked examples is to create screen casts of worked examples from the textbook and upload the screen casts to the course website. This will allow students to access the examples whenever they want and will allow them to go over it as often as they like. Faculty will develop and post at least two worked examples on the course website. (03/10/2016) Action Category: Teaching Strategies</p> <p>Action: Two students who received an F throughout the semester were not included in the final SLO</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>of 5 or more correct in this category. Students have a great deal of context clue work in their textbook, and more so in reading their novel in the class. We practice this informally frequently, so students are fluent. This said, multiple choice is also a strong suit for most students. They use their process of elimination skills. With this skill, I can take no credit; I suspect it comes from a lifetime of--useful or otherwise--SCANTRON based assessments given in their home countries as well as in the US prior to 52C. (01/30/2015)</p> <p>Faculty Assessment Leader: Nancy Currey</p>	<p>assessment as they were extreme outliers. Per other SLOs action this semester I will ensure that the ESL placement is being re-examined for level accuracy. In the interim, I've been assured that testers will not place a student concurrently in both 53A and 52C; rather, they'll place students no higher than 52B regardless of placement score. (01/30/2015)</p> <p>Action Category: Program/College Support</p>
<p>SLO #4 - Given an advanced text, students will interpret implied meaning or intent.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - T/F 5 questions: Given a familiar poem, students will choose whether something can be implied from the poem or not.</p> <p>Standard and Target for Success: 70% of students will get a minimum of 3 out of 5 correct answers.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>12 out of 16 students successfully demonstrated this outcome on the assessment's short answer question. Hence, only 63% of the students showed they have the ability to glean implied meaning. It is clear that students did not receive enough practice and/or examples of interpreting implied meaning. (12/14/2015)</p> <p>Faculty Assessment Leader: Matt Kline</p> <p>Reviewer's Comments: This is an area in which the students would have benefited from more explicit instruction. Future teachers of this course will need to give more instruction on how to figure out a passage's implied meaning. Instructors should provide worked examples as well as more guided practice.</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>58% of students met the target. This was the lowest of the SLO results by 26%. This I attribute to a new style of testing. While we had discussed poetry and the poem used in the test specifically prior to the test date, and while students could provide the correct inferential responses related to the poetry outside of the exam, they bombed the</p>	<p>Action: Students need more practice with this reading skill. They will be given more practice figuring out implied meaning both fiction and non-fiction writing. Screen casts will be developed that contain worked examples of this skill and will be posted on the course website. (03/10/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Teaching strategy: As done copiously with literary elements and devices, prior to testing, I will explicitly teach and practice with students the language of inference and the function of the impersonal pronoun "one". (04/30/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>test. I attribute this to flawed test preparation and lack of teaching of terms. I had not explicitly taught the language used in the questions, including "infer" as in "one can infer" and "it could be implied." Further, I had not tested students using T/F any other time in the semester. In hindsight, in fact, even the use of the impersonal pronoun "one" may have confused the students. It is disconcerting that students did not feel comfortable asking for clarification. This, too, is something for me to consider and address. Does the "open asking of any question any time" policy that I strive to keep in the classroom seem to disappear during midterm and final exams? Are students afraid or ashamed to ask? (01/30/2015)</p> <p>Faculty Assessment Leader: Nancy Currey</p>	
<p>SLO #5 - Given an advanced text, students will restate main ideas.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - 10 Multiple choice and short answer questions.</p> <p>Standard and Target for Success: 70% of the class scores 7 of 10 correct answers.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>16 out of 19 students correctly restated the main idea of the reading passage. Therefore, 84% of the students meet this outcome, so this is an area of strength. Students receive good examples of restating main ideas and they practice this skill enough. Faculty should continue giving students multiple chances throughout the semester to practice this skill. (12/14/2015)</p> <p>Faculty Assessment Leader: Matt Kline</p>	<p>Action: Faculty will continue to use successful teaching strategies and course activities to teach this skill. However, in order to increase student ability in this skill, faculty will develop and post on the course website several worked examples of restating the main ideas of passages. (03/10/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>16 of 18 students scored 70% or higher on this SLO assessment for a total success rate of 84% (01/30/2015)</p> <p>Faculty Assessment Leader: Nancy Currey</p>	<p>Action: As with every assessment, while 84% is a very good success rate, there is room for improvement. In terms of teaching strategies, I hope to provide more in class time for summarizing paraphrasing materials read in the class, following this with verbal response. Also I will attempt Dana Crotwell's beautifully outlined "Socratic Method" in an effort to equalize talking time in the classroom and to facilitate student-driven, in-depth discussion (01/30/2015)</p> <p>Action Category: Teaching Strategies</p>