Program Level Outcomes for English as a Second Language:

Upon successful completion of the ESL program, a student should be able to:

- Given an academic reading, students will select one or more main points and produce a coherent, organized piece of writing that expresses and supports their own opinions about these points.

What we looked at:

(1) We continued to look at 255, 258, 265, and 101 assessments of SLOs. Students in all courses except 265 met our expectations.

(2) We also focused on outcomes in six new ESL courses
   - 290ABCD, our new one-unit, individually paced courses for multi-skills review
   - 233 & 243, which combined reading/vocabulary and grammar/writing

What we found:

(1) We see a continuing gap between 255 and 265—basic sentence structure as well as cultural gap which affected reading comprehension.

(2) ESL 290ABCD—students’ assessment scores did not reflect what instructors felt students had achieved.

(3) ESL 233 and 243 students met expectations.

What our next steps are:

(1) Considerations:
   a) develop stand-alone (1 unit) expository writing course
   b) divide 265 into 2 classes ---reading and writing
   c) focusing on improving students’ grammar through writing and revising rather than only grammar exercises in ESL 255
   d) In ESL 265, focusing on paragraphing rather than beginning with essay writing
   e) In ESL 258 and 265, improve teaching of reading skills.

(2) ESL 290ABCD—Create and follow better, consistent guidelines for the instructors and students. Ensure students are placed correctly in the four levels and maintain access to records for all instructors of those courses (since students are shared.)

(3) ESL 233 and 243 are new courses, so the same SLO assessments will be used in S2014 and F2014. Faculty will continue to monitor and fine tune teaching and assessment instruments.