



Evidence of Assessment Implementation

Spring 2013 (Due March 8th, 2013)

Division: Language Arts
Course/Service: ESL 940LS
Person Completing Form: Marsha Chan
Title: ESL Instructor **ext.** 5314
Date: March 13, 2013

SLO	2011- 2012 Assessment Results	Use of Results: Formative: (F) used for improvement or Summative (S) used to summarize overall value to the college?	What collective dialogue has occurred as a result of the assessment activity? Specifically, what discussions have faculty within the program/service engaged in regarding how well students are learning in their courses or after services as a whole? What dialogue has taken place about how to improve student learning?	Did the dialogue lead/contribute to the development or revision of a Program Review Goal? What changes or improvements were made to the course/service?
<p>The student will respond adequately to questions, directions, and short lectures appropriate to the level.</p>	<p>In a survey of faculty teaching this course, two instructors indicated that many (70-79%) of the students can respond adequately to questions, directions, and short lectures; one instructor indicated that some (50-69%) students can do so, and a few more understand the words, but their response doesn't result in following directions.</p> <p>Instructors use various forms of assessment including oral questions from the teacher, audio-recordings with multiple choice tests and exercises, written short answer tests and exercises, listening dictation, voice recordings and observation of student responses to questions and directions from classmates.</p>	<p>F</p>	<p>The survey results indicate that the majority of students are succeeding in this goal. The instructors are using a variety of methods of assessment and the curriculum appears to be effective in achieving this goal.</p> <p>Departmental discussion has also touched on how the new computer-based ESL placement test is affecting the placement of new students into classes, including their readiness for the listening-speaking classes.</p>	<p>No revisions to a departmental Program Review Goal or to the course were deemed necessary.</p> <p>A course leader has been established to coordinate and monitor course materials, teaching-learning activities, assessments, student outcomes, syllabi and generally to encourage collaboration among faculty.</p>

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<p>The student will participate and be sufficiently understood in role-playing and classroom discussions with emphasis on narrating and describing situations to develop oral communication skills including fluency, idea sequencing, accuracy, vocabulary, and pronunciation.</p>	<p>In a faculty survey, one instructor reported that most (80% or more) can make themselves understood in role play; two reported that many (70%-79%) can do so. Three instructors indicated that they use a rubric to evaluate rehearsed role-plays.</p> <p>Two instructors indicated that, at the end of the semester, many (70-79%) of the students are sufficiently understood in class discussion; one indicated that some (50-69%) are.</p> <p>The instructors use various methods to assess whether a student is sufficiently understood in classroom discussion: all three go by their own understanding; two additionally invite one student to rephrase or comment on another student's input. One instructor debriefs listeners after role-play. Another instructor videorecords students. Students view the videos and complete surveys on classmates' performance in Angel or on paper. Their responses serve to validate her evaluation of a student's success in communicating orally. http://esl940mc.blogspot.com/ She added that for small group tasks where she exhorts listeners to ask for clarification and repetition from the speaker, she observes how often a speaker is asked to repeat or clarify what s/he has said.</p>	F	<p>The survey results indicate that the greater majority of students are succeeding in this goal. The instructors are using a variety of methods of assessment and the curriculum appears to be effective in achieving this goal.</p> <p>Departmental discussion has also touched on how the new computer-based ESL placement test is affecting the placement of new students into classes, including their readiness for the listening-speaking classes.</p>	<p>No revisions to a departmental Program Review Goal was deemed necessary.</p> <p>A recommendation was made about shifting the focus of the second SLO from pronunciation to content. Two suggestions: (A) The student will orally describe a situation, narrate a sequence of actions, perform a role-play, and participate in classroom discussions in a manner that is intelligible to a listener who is accustomed to interacting with non-native speakers. (B) The student will use in conversation, oral discussion, and role-play high-frequency targeted vocabulary and sentence structures in a manner that is intelligible to a listener who is accustomed to interacting with non-native speakers.</p> <p>The course leader will bring the above topic to the department for discussion.</p>