



SLO Assessment Cycle for ESL 273

Introduction to the Essay SLO Modified: [04/21/2010]

Craig Norman's Team Members:

1. [Maryanne Ifft](#) (x5385) ESL
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Additional Team members not on list/notes about team:

MaryAnne Ifft, Kathy Flores, Linda Choi-Yee, Marcy Betlach, Michelle Marchiano, Janell Pekkain,

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: []

Write well-developed essays that analyze and synthesize main ideas and differing viewpoints from a variety of academic reading materials.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [05/27/2010]

Assessment Strategy Used:

Quarter: Fall 2009

Assessors: Craig Norman, Michele DuBarry

Assessment Tools: Portfolios • Papers/Essays

Outcome 1: Reflect & Enhance Modified: [09/27/2010]

Number of people involved in Phase III: 7

Changes:

Methods:

At the end of the ESL 273 course, students submit a portfolio consisting of four essays written during the quarter. Since the portfolio requirement has been in place for a number of years, the assessment process went smoothly. ESL 273 faculty meet mid-quarter to norm and assess model portfolios. At the end of the quarter, each faculty member trades portfolios with at least one colleague so that student writing is assessed objectively. Faculty view this process as a valuable experience, one that should remain in place as it reaffirms course standards, enables faculty collaboration, and acts as an effective assessment tool. The portfolio assessment can be used to meet other course outcomes.

Summary:

Faculty found that students were able to meet the first SLO, "Write well-developed essays that analyze and synthesize main ideas and differing viewpoints from a variety of academic reading materials" only at approximately 65 to 70%. Although most students demonstrated the ability to structure and develop an essay, they struggle with the critical thinking component in ESL 273.

Enhancement (Part I):

First, involved faculty will report and discuss findings with the entire department. Also, involved faculty intend to develop better articulation between ESL 262 and 263, the reading and writing prerequisites for ESL 273 and strengthen coordination between ESL 273 and 272, the corresponding critical reading class. In light of student support reorganization and the loss of ESL co-requisite classes due to budget cuts, students will require some form of academic language support to be integrated in the class, in a lab format or online. Finally, the ESL Program needs level coordination throughout its six-level program.

Enhancement (Part II):

Stipends will be needed for faculty who take on the added responsibility of level coordination and assessment.

Outcome 2: Statement Modified: []

Demonstrate level-specific grammar, sentence structures and vocabulary in writing.

Outcome 2: Assessment Planning Modified: [09/27/2010]**Assessment Strategy Used:**

Quarter: Fall 2009

Assessors: Craig NormanMichele DuBarry

Assessment Tools: Portfolios • Papers/Essays

Outcome 2: Reflect & Enhance Modified: [09/27/2010]

Number of people involved in Phase III: 7

Changes:

Methods:

At the end of the ESL 273 course, students submit a portfolio consisting of four essays written during the quarter. Since the portfolio requirement has been in place for a number of years, the assessment process went smoothly. ESL 273 faculty meet mid-quarter to norm and assess model portfolios. At the end of the quarter, each faculty member trades portfolios with at least one colleague so that student writing is assessed objectively. Faculty view this process as a valuable experience, one that should remain in place as it reaffirms course standards, enables faculty collaboration, and acts as an effective assessment tool. The portfolio assessment can be used to meet other course outcomes.

Summary:

ESL 273 faculty who participated in the SLOAC found that students were able to meet the second SLO, "Demonstrate level-specific grammar, sentence structures and vocabulary in writing" only at approximately 65 to 70%. ESL 273 faculty agreed that students do not have the lexicon and language correctness to express higher level thinking skills.

Enhancement (Part I):

Again, as with the first SLO, faculty also agreed that involved faculty will need to report and discuss these findings with the entire department related to grammar and vocabulary. Also, involved faculty intend to develop better articulation between ESL 262 and 263, the reading and writing prerequisites for ESL 273 and strengthen coordination between ESL 273 and 272, the corresponding critical reading class. In light of student support reorganization and the loss of ESL co-requisite classes due to budget cuts, students will require some form of academic language support to be integrated in the class, in a lab format or online. Finally, the ESL Program needs level coordination throughout its six-level program.

Enhancement (Part II):

Stipends will be needed for faculty who take on the added responsibility of level coordination and assessment. The ESL Program will also need funding for additional grammar support for students enrolled in writing classes.

Outcome 3: Statement Modified: []

Evaluate own writing for rhetorical structure and clarity by means of revision and editing.

Outcome 3: Assessment Planning Modified: [09/27/2010]**Assessment Strategy Used:**

Quarter: Fall 2009

Assessors: Craig NormanMichele DuBarry

Assessment Tools: Portfolios • Papers/Essays

Outcome 3: Reflect & Enhance Modified: [09/27/2010]

Number of people involved in Phase III: 7

Changes:

Methods:

At the end of the ESL 273 course, students submit a portfolio consisting of four essays written during the quarter. Since the portfolio requirement has been in place for a number of years, the assessment process went smoothly. ESL 273 faculty meet mid-quarter to norm and assess model portfolios. At the end of the quarter, each faculty member trades portfolios with at least one colleague so that student writing is assessed objectively. Faculty view this process as a valuable experience, one that should remain in place as it reaffirms course standards, enables faculty collaboration, and acts as an effective assessment tool. The portfolio assessment can be used to meet other

course outcomes.

Summary:

Faculty found that students were able to meet the third SLO, "Evaluate own writing for rhetorical structure and clarity by means of revision and editing" only at approximately 65 to 70%. Although most students demonstrated the ability to structure and develop an essay, they struggle with the critical thinking component in ESL 273. In addition, students do not have the lexicon and language correctness to express higher level thinking skills.

Enhancement (Part I):

As with the first and second SLOs, faculty also pointed out that involved faculty will report and discuss findings with the entire department. Also, involved faculty intend to develop better articulation between ESL 262 and 263, the reading and writing prerequisites for ESL 273 and strengthen coordination between ESL 273 and 272, the corresponding critical reading class. In light of student support reorganization and the loss of ESL corequisite classes due to budget cuts, students will require some form of academic language support to be integrated in the class, in a lab format or online. Finally, the ESL Program needs level coordination throughout its six-level program.

Enhancement (Part II):

Stipends will be needed for faculty who take on the added responsibility of level coordination and assessment. The ESL Program will also need funding for additional grammar support for students enrolled in writing classes.

[Number of Outcomes for ESL 273: 3]