

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

ENGLISH AS A SECOND LANGUAGE

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

Table 5. cSLOs assessed and corresponding Data Planning

COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
ESL G011N				x
ESL G012N			x	x
ESL G013N			x	x
ESL G021	x	x		
ESL G021N			x	x
ESL G022	x	x		
ESL G022N			x	x
ESL G023	x	x		
ESL G023N			x	x
ESL G031	x	x	x	x
ESL G032	x	x	x	x
ESL G033	x	x	x	x
ESL G041	x	x	x	x
ESL G042	x	x	x	x
ESL G043	x	x	x	x
ESL G051	x	x	x	x
ESL G052	x	x	x	x
ESL G053	x	x	x	x
ESL G061	x	x	x	x
ESL G062	x	x	x	x
ESL G063	x	x	x	x
ESL G071	x	x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
ESL G011N	4	0 out of 4	No Assessment	↓ Spring 2019
ESL G012N	3	0 out of 3	No Assessment	↓ Spring 2019
ESL G013N	5	0 out of 5	No Assessment	↓ Spring 2019
ESL G021	3	3 out of 3	Fully Assessed	↑ Spring 2017

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
ESL G021N	3	1 out of 3	Partially Assessed	↔ Spring 2019
ESL G022	4	4 out of 4	Fully Assessed	↑ Spring 2017
ESL G022N	4	1 out of 4	Partially Assessed	↔ Spring 2019
ESL G023	3	3 out of 3	Fully Assessed	↑ Spring 2017
ESL G023N	3	0 out of 3	No Assessment	↓ Spring 2019
ESL G031	3	3 out of 3	Fully Assessed	↑ Spring 2019
ESL G031N	3	0 out of 3	No Assessment	↓ *
ESL G032	4	4 out of 4	Fully Assessed	↑ Spring 2019
ESL G032N	3	0 out of 3	No Assessment	↓ *
ESL G033	3	3 out of 3	Fully Assessed	↑ Spring 2019
ESL G041	3	3 out of 3	Fully Assessed	↑ Spring 2019
ESL G042	4	4 out of 4	Fully Assessed	↑ Spring 2019
ESL G043	4	4 out of 4	Fully Assessed	↑ Spring 2019
ESL G051	4	4 out of 4	Fully Assessed	↑ Spring 2019
ESL G052	5	5 out of 5	Fully Assessed	↑ Spring 2019
ESL G053	5	5 out of 5	Fully Assessed	↑ Spring 2019
ESL G061	4	4 out of 4	Fully Assessed	↑ Spring 2019
ESL G062	5	5 out of 5	Fully Assessed	↑ Spring 2019
ESL G063	5	4 out of 5	Partially Assessed	↔ Spring 2019
ESL G071	6	1 out of 6	Partially Assessed	↔ Spring 2019

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
ESL G011N	cSLO 1	Generate five sentences about a picture using simple present and/or present continuous.
ESL G011N	cSLO 2	Produce short answers to information questions on a level-appropriate text.
ESL G011N	cSLO 3	Generate five sentences about a picture using correct subject + verb structures and correct punctuation
ESL G011N	cSLO 4	In classroom setting, students will demonstrate limited ability to use 3rd person -s and plural endings.
ESL G012N	cSLO 1	Produce short answers to information questions on a level-appropriate text.
ESL G012N	cSLO 2	Correctly answer questions about learned vocabulary when seen in a new context.
ESL G012N	cSLO 3	Produce short responses to comprehension questions from a level-appropriate reading passage.
ESL G013N	cSLO 1	Correctly identify the spoken form of singular and plural nouns and 3rd person singular vs. plural present tense verb forms (-s and -es sound).
ESL G013N	cSLO 2	Produce three sentences giving personal information about himself/herself.
ESL G013N	cSLO 3	Produce short responses to comprehension questions from a level-appropriate listening passage.
ESL G013N	cSLO 4	In a level-appropriate text, correctly answer questions about main ideas and specific details.
ESL G013N	cSLO 5	In both a speaking and a listening test, be able to distinguish /s, sh/ th: voiceless th, ð; /p/ /b/ch/; /i/, /e/, /æ/; relative length of long vowels, final consonants.
ESL G021N	cSLO 2	Recognize the main idea of a level-appropriate text when given a list of choices.
ESL G021N	cSLO 3	Compose a short writing in response to a question using correct time sequencing, word order, and sentence-ending punctuation 75% of the time.
ESL G022N	cSLO 1	Recognize the main idea of a level-appropriate text when given a list of choices.
ESL G022N	cSLO 2	Correctly identify the sequence of events in a level-appropriate text.
ESL G022N	cSLO 3	Correctly answer questions about the supporting details of a level-appropriate text.
ESL G023N	cSLO 1	Use and correctly pronounce learned level-appropriate vocabulary from class listenings in new contexts and discussions on topics.
ESL G023N	cSLO 2	Generate five sentences about a topic from their listening/speaking text demonstrating limited correct use of simple present and present continuous tenses and past tense.
ESL G023N	cSLO 3	Recognize the main idea of a level-appropriate listening text when given a list of choices.
ESL G031N	cSLO 1	Correctly identify the sequence of events in a level-appropriate text.

Course Name	cSLO Name	cSLO to Assessed
ESL G031N	cSLO 2	Use capital letters and sentence ending punctuation 80% of the time.
ESL G031N	cSLO 3	Generate a short story about a series of pictures demonstrating fair to good control of simple present and past as well as present progressive verb tenses.
ESL G032N	cSLO 1	Recognize the main ideas of a paragraph from a level appropriate text or article when given a list of choices.
ESL G032N	cSLO 2	Identify the supporting details for a main idea from a level appropriate textbook or article when given a list of choices.
ESL G032N	cSLO 3	Use learned level appropriate vocabulary in new contexts or in discussions on readings.
ESL G063	cSLO 3	Present an unscripted talk from notes for three to five minutes organized as description, narration or process.
ESL G071	cSLO 1	Distinguish main ideas and supporting details and employ active reading strategies to understand texts at the critical level.
ESL G071	cSLO 2	construct clear, grammatically correct sentences using a variety of sentence structures and appropriate academic vocabulary.
ESL G071	cSLO 4	Compose one to two pages demonstrating consistent control of appropriate verb tenses for the context.
ESL G071	cSLO 5	Demonstrate good control of paragraph form and structure in a wide variety of rhetorical forms.
ESL G071	cSLO 6	Demonstrate a consistent ability to use coordinating conjunctions, adverb clauses of time, contrast, and cause and effect, and adjective clauses with who, whom, which, whose, and that.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
ESL G021	cSLO 1	Spring 2016	15 students achieved mastery of the SLO, 7 achieved competency. 2 were deficient and 2 were severely deficient. This is the lowest level of ESL writing. Those students who under-performed basically possess NO English. As such, they were unable to produce logical or grammatical sentences that incorporated the SLO grammar.
ESL G021	cSLO 2	Fall 2016	The method of evaluation was fair and sound. The main reason for a low success rate at the 021 (and 022 + 023) levels is that it has become the bottom level course for the GWC ESL program; hence, many of the students came into the course at a level below 021. In other words, it has become the 'catch-all' level for ESL and even though many of them improved significantly and worked hard, they improved only within the 011 to, perhaps, the 021 level. Therefore, in spite of their learning and improvement, they failed the 021 SLO because they had no chance of ever passing the 021 SLO in the first place as it was significantly above a language skill level they could (ever) have achieved in 16 weeks.
ESL G021	cSLO 3	Fall 2015	By the 8th week of the semester, 90% of the ESL 021 students assessed attained competency of this SLO. I was very pleased with the success rate, especially since they were assessed at midsemester.
ESL G021	cSLO 3	Spring 2017	021 is the lowest level offered in the ESL program; hence, it is a catch-all level for everyone who does not place at the 031 level. In addition, we previously included 011 in the program for students not at the 021 level. As a result, many students taking the class start out with skills so low (at the 011 level) that it is unlikely they will be able to pass the class to the 031 level in just 16 weeks. I would say that even though only 10 of 16 students passed the SLO, ALL the students learned a lot and improved significantly.
ESL G021N	cSLO 1	Spring 2018	This was the first semester that the department offered the 021N (non-credit, no tuition) course. Neither the course below it, 011N, or above it, 031N were offered since they had not yet been approved by the state. As a result, many students below the level landed into the class since it was the lowest level offered, which to a great extent explains why 39% of the students did not pass the SLO. They simply were no

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			ready for the level in the first place. Also, some students above the level placed themselves into the class either because other classes were not available to their schedule or perhaps because the course was free (had no tuition cost).However, THAT PROBLEM HAS BEEN CORRECTED. The 011N and 031N courses have both been approved and will be offered next semester, so we anticipate and hope for a more balanced grouping of students in terms of their English proficiency at all three levels. The instructor's teaching methodologies were adjusted to manage the great disparity in English proficiency levels within the class. For example, students were often grouped together and guided to help each other in a variety of ways, and the instructor often worked with students individually to discuss their writings. As a result, the instructor feels that EVERY student who continued to the end of the semester made substantive improvements in English proficiency.
ESL G022	cSLO 1	Fall 2015	At this low level, students did a very good job determining main ideas once they had help with key vocabulary. 9 students (43%) achieved mastery, 12 students (57%) achieved competency. 3 students were deficient (11%) and 2 students were severely deficient (8%). I repeated the exercise a number of times, sometimes giving vocabulary help and sometimes not. There was a large difference in the results. Once prepped with the vocabulary, the students were much more successful. At the lower levels, understanding main idea is directly related to vocabulary level.
ESL G022	cSLO 2	Fall 2016	The main reason for a low success rate at the 022 (and 021 or 023) levels is that it has become the bottom level course for the GWC ESL program; hence, many of the students came into the course at a level below 021. In other words, it has become the 'catch-all' level for ESL and even though many of them improved significantly and worked hard, they improved only within the 011 to, perhaps, the 021 level. Therefore, in spite of their learning and improvement, they failed the 021 SLO because they had no chance of ever passing the 021 SLO in the first place as it was significantly above a language skill level they could (ever) have achieved in 16 weeks
ESL G022	cSLO 3	Spring 2017	Fourteen ESL 022 students were assessed; 13 out of 14 attained competency. Out of the 13 who met the SLO, 11 students mastered the skill, 85% or higher accuracy, and 2 students scored "competent", between 70 and 84% accuracy. I was pleased (and not surprised) with results of this assessment. 93% of my ESL 022 students "passed" this SLO, given during the 8th week of the semester.Finding the main idea of level-appropriate reading texts is the main focus of the course, and understanding the supporting details is a close second! (05/07/2017)
ESL G022	cSLO 4	Spring 2016	Over 90% of my ESL 022 students "passed" this SLO, assessed during the 8th week of the semester.Using learned vocabularyin new contexts and discussions on readings is one of the main focuses of the course and is practiced in a variety of ways in class and through assigned homework.
ESL G022	cSLO 4	Spring 2018	88% of my ESL 022 students "passed" this SLO, assessed during the 8th week of the semester.Using learned vocabularyin new contexts and discussions on readings is one of the main focuses of the course and is practiced in a variety of ways in class and through assigned homework.
ESL G022N	cSLO 4	Spring 2018	88% of my ESL 022 students "passed" this SLO, assessed during the 8th week of the semester.Using learned vocabularyin new contexts and discussions on readings is one of the main focuses of the course and is practiced in a variety of ways in class and through assigned homework.
ESL G023	cSLO 1	Fall 2015	8 students (27%) of those assessed achieved mastery. 15 students (50%) achieved competency. 5 students (17%) were assessed as deficient and 2 students (6%) were deemed severely deficient. At this low level, students were moderately successful in determining main ideas IF they were not impeded by vocabulary confusion. The students who did not perform well tended to be those with a less advanced

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
ESL G023	cSLO 1	Spring 2017	vocabulary. When the available choices presented to students are similar (differing only on subtle vocabulary nuances) success rates will clearly drop.
ESL G023	cSLO 1	Spring 2017	These results are encouraging despite the fact that there are students in the class who are not true ESL 023 level students. This is because there is no ESL 013 class on offer this semester. 023 is the lowest level listening and speaking class currently being offered. Those students who failed (miserably) on the assignment were students with almost ZERO English language skills; students who need the ESL 013 level and who find it very difficult to survive in a 023 level class.
ESL G023	cSLO 2	Fall 2016	A total of 72% "passed" this SLO (scored "competent" or higher.) Eight students (25% of the sample) fell below the standard and were deficient in this area. These students found it difficult to reproduce verb tense endings, most notably the "s" for simple present tense third person subjects and the auxiliary verb in the present continuous. However, it must be noted that pronunciation as opposed to grammatical deficiency plays a large role here.
ESL G023	cSLO 2	Fall 2017	A total of 77% "passed" this SLO (scored "competent" or higher.) Seven students (23% of the sample) fell below the standard and were deficient in this area. These students found it difficult to reproduce verb tense endings, most notably the "s" for simple present tense third person subjects and the auxiliary verb in the present continuous. However, it must be noted that pronunciation as opposed to grammatical deficiency plays a large role here.
ESL G023	cSLO 3	Spring 2016	6 students achieved mastery of this SLO. 11 students achieved competency. 3 students were assessed as deficient and another 3 were severely deficient. Pronunciation was not the issue for most students, but they found it difficult to recycle vocabulary and put it into new contexts. This is extremely challenging to low level ESL students.
ESL G023	cSLO 3	Spring 2018	6 students demonstrated mastery and 6 demonstrated competency on this SLO. 4 were deficient and 3 were severely deficient. Without an ESL 013 level, we have students in this class who are not ready for the 023 level. This is a catch all class and there is a significant difference in the ability of the highest and lowest students in the class. The biggest problem for deficient students was understanding the words in the context of the question. They knew the meanings of the individual words but were unable to frame an answer to a question. The passing students were better able to understand the question meaning.
ESL G031	cSLO 1	Fall 2015	Of the students assessed, 15 students achieved mastery (28%) and 28 achieved competency (52%). 7 students (13%) were adjudged to be deficient and 4 (7%) were severely deficient. Halfway through the semester, these are extremely encouraging numbers given the problems that basic verb tenses pose.
ESL G031	cSLO 1	Spring 2017	Of the 33 students assessed, 12 students achieved mastery (36%), 13 achieved competency (40%), 7 students (21%) were found to be deficient, and 1 was severely deficient. Halfway through the semester, these are very good numbers because of the problems that basic English verb tenses pose.
ESL G031	cSLO 2	Spring 2016	Students did fairly well. It is one of the easier SLO's to assess. The greatest number of students made 3 to 4 punctuation and capitalization errors in an average of about one to two pages of writing. The greatest number of errors were comma splices since many students at this level still haven't grasped the fine points of comma and period rules in English due to their first language interference. Also, the increased number of first-language-Arabic speakers increases the probability of mistakes related to

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			capitalization rules and increased comma splices since the punctuation and capitalization rules of Arabic are different from English. Those students were the majority of the lowest scores.
ESL G031	cSLO 2	Fall 2017	Although many students achieved competency, it would be preferred if more students could achieve mastery.
ESL G031	cSLO 3	Fall 2016	Of the students assessed, 29 students (54%) achieved mastery and 10 (19%) achieved competency while 8 students (15%) were scored deficient and 6 (11%) were scored severely deficient. Since the assessment was given halfway through the semester, these are encouraging numbers given the variety of verbal cues used for sequencing in the English language.
ESL G031	cSLO 3	Spring 2018	Of the 26 students assessed, 9 (35%) students achieved mastery 12 (46%) students achieved competency while 3 (12%) students were scored deficient and 2 (7%) were scored severely deficient. 21 out of 26 students attained the goal. This assessment was given during midterms and the students will have more opportunities to meet the goal.
ESL G032	cSLO 1	Fall 2016	68% successful, disappointing considering how much we practiced
ESL G032	cSLO 1	Fall 2016	68% success rate, disappointing considering how much we practice this skill
ESL G032	cSLO 1	Fall 2016	68% success rate. Disappointing considering how much we practiced. And frustrating considering how many times I have filled out this stupid form!
ESL G032	cSLO 1	Fall 2016	This was rather a disappointing result given that we have been continuously practicing this skill all semester but still had only a 68% success rate.
ESL G032	cSLO 2	Spring 2017	After receiving explicit instruction and having the chance to practice identifying the target items in full class, group, and individual settings, the students assessed were easily able to satisfy the class requirements of identifying the supporting details of a level-appropriate text. Additionally, students have been observed to use target reading skills such as skimming, scanning, and inferring, in order to identify, mark and/or articulate the supporting details of a text.
ESL G032	cSLO 3	Spring 2016	Most students were able to recognize and use basic grammatical cues such as time expressions and simple verb tenses to identify present, past and future time settings.
ESL G032	cSLO 3	Spring 2018	I was very pleased that 88% of the students achieved Mastery or Competency. Most students were able to recognize and understand the time expressions.
ESL G032	cSLO 4	Fall 2015	Of the 20 students assessed, 18 achieved mastery (85 – 100%; 2 were rated as competent (70 – 84%). They had done the exercises in the book and practiced with a path game before the test, so these results were as expected.
ESL G032	cSLO 4	Fall 2017	Of the 18 students assessed, 11 achieved mastery (85 – 100%; 4 were rated as competent (70 – 84%); 2 were rated as deficient (55% to 69%); 1 was rated as severely deficient (Lower than 55%). The students had worked in pairs to identify vocabulary meanings in class. In addition, they were given pictures in which they had to identify the words. This practice was successful in helping them complete the SLO assignment. One of the students was absent for the practice exercises which explains one of the deficient scores. (11/05/2017)
ESL G033	cSLO 1	Fall 2016	Overall, students did fairly well, but the lack of English listening practice in their out-of-class lives severely inhibits their English listening comprehension development. Those factors are discussed in the "Planning and Changes" section below.
ESL G033	cSLO 1	Spring 2018	I have continued to develop this process, and as a result, I am finding that the students who follow all steps of the process are succeeding at high rates. Students who are not doing well are able to receive feedback right away since I evaluate their ability to recognize and explain the main points right away; in fact, we record my evaluation in the classroom and students are required to listen to the recording of themselves and my evaluation and then fill out an action plan for improvement. Also, they are directed to Internet resources and study plans that will assist them with their improvement RECOGNIZING MAIN IDEAS WITHIN LISTENING ACTIVITIES. Doing the short speeches in

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
ESL G033	cSLO 2	Fall 2015	small groups to assess knowledge of main ideas also helps the students become more comfortable with speaking English aloud in the company of others.
ESL G033	cSLO 2	Fall 2017	18 of the 26 students (69%) satisfactorily completed the assessment. Although it would be nice to get a higher pass rate, it is still acceptable considering the level of the class and student aggregate. The students ranged in age from 17 to 70+. They came from three different language and four different cultural backgrounds. A few of them simply could not meet the challenge because the college's placement instrument doesn't assess speaking and pronunciation abilities. A few others simply did not bother to prepare for the test.
ESL G033	cSLO 3	Spring 2016	22 out of 27 successfully using present and past tense verbs while telling a story at the 033 level is fairly good. Unfortunately many students who have been speaking on their own for many years have fossilized their misuse of the verb tenses while speaking, which makes correct language production much harder to achieve.
ESL G033	cSLO 3	Spring 2017	24 of the 29 students tested (83%) were able to use the learned vocabulary at least some of the time or most of the time in a presentation and discussion of the topics. If a student fell below at least competency of the SLO, it was due to not demonstrating ability to pronounce and use at least four of the new vocabulary words in logical sentences; that group was 5 out of 29 (17%). In two cases the students had never prepared their presentations at all for any of the test days. In the other three cases two of the students were linguistically underprepared to handle the task at this level and the third student had trouble due to old age and learning difficulties.
ESL G041	cSLO 1	Fall 2016	22 out of 26 students successfully passed the SLO, which is an 85% pass rate. That is very good considering the diverse backgrounds, ages and levels of abilities of the students when they entered the class. Students were very strongly urged to utilize the college support services, including the Writing and Reading Center, Tutoring Center, and Conversation Lab as well as individual appointments with the instructor. Many took advantage of those services and as a result did well. In addition, the students were surveyed about this learning process, and 100% of the students reported they liked it and encouraged the instructor to continue using it.
ESL G041	cSLO 1	Spring 2018	Data Evaluation Overall, 78% of the students that were evaluated were competent or better on this SLO. Given that this SLO was assessed at the halfway point of the semester, it is to be hoped that this will improve as the semester progresses. Clearly however, there are students who have difficulty with the use of correct verb tenses. It seems that this is largely because the students need a better understanding of the above mentioned verb tense forms and how to use them correctly according to the situation. They are unsure of which form to use for what time reference. This may also be in part due to the fact that students who test into the 041 level, have missed out on learning vital verb tense information taught at lower levels of the GWC ESL program.
ESL G041	cSLO 1	Spring 2018	A total of 34 students were assessed. Eighteen (53%) were assessed as mastering the SLO. Ten achieved competency (29%). Five students (15%) were deemed to be deficient in this area and one student (3%) were severely deficient. These results are much improved and reflect the continued effort of ESL faculty to focus on verb tense accuracy in the core classes.
ESL G041	cSLO 1	Spring 2018	A total of 36 students were assessed. Fourteen (39%) were assessed as having mastered the SLO. Seventeen achieved competency (47%). Three students (8%) were deemed to be deficient in this area and two students (5%) were severely deficient. These results reflect the continued effort of ESL faculty to focus on verb tense accuracy in the core classes. Students who were having problems with this SLO were largely trying to add the helping verb (BE) in the form of was or were to a main verb in the simple past tense. There were also problems with differentiating between regular and irregular verbs in the past.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
ESL G041	cSLO 2	Fall 2015	34 of the 43 students (79%) assessed successfully completed the SLO. 9 of the 43 (9%) failed the assessment. Considering that placement into the class is based on a computerized multiple choice test and NOT a writing sample, it is acceptable since a few students in both classes started the class below what would be best to predict success. Also, the SLO assessment was mid-semester, not at the end of the semester. In terms of the SLO, clearly some students struggle with the concept of coordination and subordination. Obviously they need a better understanding of the differences between dependent and independent clauses. They are unsure of what constitutes a complete thought or idea (sentence) and what is just a fragment.
ESL G041	cSLO 2	Spring 2017	27 of the 39 students assessed were successful on this SLO (69%). Only 3 students (7%) were assessed as severely deficient, and these students have half of the semester for further improvement since the assessment took place in Week 8. Understanding the difference between dependent and independent clauses is extremely difficult and demands constant repetitive practice. This means that students must practice outside of the classroom via homework and other extra-curricula means. Students are encouraged to use the writing and tutoring centers for additional help. It should be noted that while the results are good for the time of assessment, students would benefit from an ESL help center where all instructors are trained and proficient in regards to ESL instruction. This is not the case in the current Learning Resources Center at GWC. Furthermore, it is worth noting that this is the first semester of a new placement test for ESL for which cut scores may need to be tweaked.
ESL G041	cSLO 3	Spring 2016	16 students achieved mastery of the SLO, 19 achieved competency. 7 were deficient and 5 were severely deficient. Overall, 74% of the students that were evaluated were competent or better on this SLO. Those students were deemed deficient produced very few compound sentences that could be assessed. They used mostly simple sentences. It must be noted however, that only limited control is necessary at this level.
ESL G041	cSLO 3	Fall 2017	12 students achieved mastery of the SLO, 20 achieved competency. 8 were deficient and 7 were severely deficient. Overall, 68% of the students that were evaluated were competent or better on this SLO. The students with scores low enough to be labeled as "Deficient" were able to create very few compound sentences that could be used to assess the SLO. Short and easy sentences is what's expected of them at this level.
ESL G042	cSLO 1	Spring 2017	Students did very well. On the question that specifically asked "what is the main idea?" 100% got it right. On the question that asked "What is this passage mainly about?" only 3 students missed it. They are clearly getting the notion of MAIN IDEA. I am pleased with their progress.
ESL G042	cSLO 2	Fall 2016	Of those students who were assessed, 8 (33%) achieved mastery, 11 students 46% demonstrated competency, 4 students (17%) were deficient, and 1 student (4%) could be described as severely deficient. The key determining factor for success with the supporting details is the application of critical thought to make basic associations between ideas. It demands that students pay attention to meaning and read with context in mind as opposed to focusing on vocabulary obstacles.
ESL G042	cSLO 3	Fall 2015	There was a noticeable difference in the student responses when comparing inference questions and direct detail questions. Students struggled much more with the inference questions because critical thinking tasks are much more difficult in a new language. The students are already working very hard just to understand the stated ideas of the story let alone the unstated ones. However, they performed admirably on the assessment. 31% of the students achieved mastery, 48% achieved competency, 14% were assessed as deficient, and 7% were severely deficient.
ESL G042	cSLO 3	Fall 2017	Of the 27 students assessed, 12 achieved mastery (85 – 100%); 12 were rated as competent (70 – 84%); 2 were rated as deficient (55% to 69%); 1 was rated as severely deficient (lower than 55%). The students had done a considerable amount of practice at making inferences before the SLO was assessed, so the results were not a surprise.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
ESL G042	cSLO 4	Spring 2016	Over 94% of my ESL 042 students “passed” this SLO, assessed during the 8th week of the semester. Using learned vocabulary in new contexts and discussions on readings is one of the main focuses of the course and is practiced in a variety of ways in class and through assigned homework.
ESL G042	cSLO 4	Spring 2018	Some students seem to need more practice with vocabulary.
ESL G043	cSLO 1	Fall 2015	A total of 93% of the students were successful on this SLO and were able to show depth of thought indicating they clearly understood the main idea of the listening text. 2% were adjudged to be deficient at this time of the semester, while 5% were seen to be severely deficient. Student who fell below the mastery of the SLO, were largely due to not offering in-depth answers.
ESL G043	cSLO 1	Fall 2017	86% of ESL 043 (intermediate English level) being able to at least competently assess the main idea of a challenging clip from a Youtube ESL website (Randall's ESL) is pretty good. However, it would be nice to get more of the students to the mastery level.
ESL G043	cSLO 2	Spring 2017	78% of the students consistently passed the SLO exams throughout the semester and therefore passed the class. We consider that an acceptable number but also see that it could be improved, perhaps by giving the students more practice with the target vocabulary ahead of time and especially by giving them more practice to distinguish the differences between main points versus support and detail points.
ESL G043	cSLO 3	Spring 2016	12 students (34%) of those assessed achieved mastery. 14 students (40%) achieved competency. 6 students (17%) were assessed as deficient and 3 students (9%) were deemed severely deficient. At this low level, students were moderately successful in making inferences IF they were not impeded by vocabulary confusion. The students who did not perform well tended to be those with a less advanced vocabulary. When the available choices presented to students are similar (differing only on subtle vocabulary nuances), success rates will clearly drop.
ESL G043	cSLO 3	Spring 2018	As the instructor completing this form, I, Professor Ullrich, have continued to develop this process of having students listen to discussions on topics and then develop responses that not only communicate inferences but also get the students to develop and support focused topic main ideas. As a result, I am finding that the students who follow all steps of the process are succeeding at high rates. Students who are not doing well receive immediate feedback since I evaluate their responses on the spot; in fact, we record my evaluation in the classroom and students are required to listen to the recording of themselves and my evaluation and then fill out an action plan for improvement. Also, they are directed to Internet resources and study plans that will assist them with their improvement. Doing the short speeches in small groups to assess knowledge of main ideas and inferences also helps the students become more comfortable with speaking English aloud in the company of others.
ESL G043	cSLO 4	Fall 2016	A total of 78% of the students were successful on this SLO. 13% (3 students) were adjudged to be deficient at this time of the semester, and 9% (2 students) of students were seen to be severely deficient. It is highly encouraging that students were able to use learned vocabulary in a new context. Overwhelmingly, it was the case that students who had not prepared or practiced their presentations were the ones who were deficient. These students have had significant problems all through the semester largely due to inconsistent attendance and failure to complete assignments.
ESL G051	cSLO 1	Spring 2016	The majority of the students are Vietnamese, and verb tenses in English are a tremendous struggle for Vietnamese speakers. One class in particular is having a very difficult time conceptually with the idea of present perfect. Most are doing well with simple present and past and can talk about the future. The results reflect this.
ESL G051	cSLO 1	Spring 2018	Eighty-seven percent of the students (40 out of 46) met the objectives for this SLO. This is a very encouraging percentage at mid-semester, especially because it is quite challenging for ESL students to consistently use English verb tenses correctly.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
ESL G051	cSLO 2	Fall 2015	We are very pleased with how well the students did in demonstrating a limited control of passive – both in how to form it and when to use it. This was a limited form of passive only involving BE. It did not include the GET passive, but students did well.
ESL G051	cSLO 2	Fall 2017	The results showed that 77% (30 out of 39) of the students clearly demonstrated adequate control of the passive voice. These results are very encouraging, especially considering the challenges of acquiring this sentence pattern. Nevertheless, all of the students, especially the nine (23%) whose passive skills were deficient, need continued exposure to passive forms in written English.
ESL G051	cSLO 3	Fall 2016	Students did well on the SLO.
ESL G051	cSLO 4	Spring 2017	We are continuing to work with the students on adjective clauses.
ESL G051	cSLO 4	Spring 2017	Two thirds of the students were successful. The rest need more work.
ESL G051	cSLO 4	Spring 2017	We will keep teaching adjective clauses. This was half-way through the semester.
ESL G052	cSLO 1	Spring 2018	9 students achieved mastery. 7 students achieved competency. 5 students were assessed as deficient and 2 as severely deficient. These results are very respectable but are the result of intense practice with main ideas which continue to be the most difficult skill for ESL readers to master. While selecting the main idea from a list of possibilities is possible, many students still struggle with actually paraphrasing their own main ideas without significant help. This is the challenge...the fact that students who are at the 052 reading level but not at the same speaking level are unable to verbalize (or write) logical and clear main ideas due to language constraints.
ESL G052	cSLO 2	Fall 2015	27 (84%) of the 32 students assessed successfully completed the SLO. 5 (16%) failed the SLO. It appears that 4 of the 5 who failed were underprepared for the class in the first place, that is they were misplaced or wrongly passed into the level. The other student simply did not seem to be willing to put the work in needed to pass. I believe it to be an acceptable pass rate considering the varying ages, native language education levels and cultural backgrounds of the students.
ESL G052	cSLO 2	Spring 2017	5 of the 20 (25%) students assessed achieved mastery on this SLO. These students were clearly able to apply critical thinking strategies to summarizing an article in a second language. While there were considerable language deficiencies evident in their written summaries, they were effective at conveying main ideas and showed ability to re-phrase rather than copy. They were successful at eliminating details in favor of general points. 11 of the students (55%) can be considered competent on the SLO. These students tended to struggle more with paraphrasing and also were more inclined to include some irrelevant details in their summaries. Overall, a total of 80% of the students were successful on the SLO. This actually surprised me since we have worked on summaries a number of times in class and it has been a struggle to elicit correct answers. 2 of 20 (10%) can be considered deficient and another 2 (10%) were severely deficient in this area. It seems that students who were unsuccessful on the SLO really struggle to comprehend college level readings generally. Vocabulary deficiency and basic educational inexperience make it difficult for these students to critically assess texts beyond the stated meanings. These students would undoubtedly struggle with the same task in their native language.
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			correct answers. 2 of 20 (10%) can be considered deficient and another 2 (10%) were severely deficient in this area. It seems that students who were unsuccessful on the SLO really struggle to comprehend college level readings generally. Vocabulary deficiency and basic educational inexperience make it difficult for these students to critically assess texts beyond the stated meanings. These students would undoubtedly struggle with the same task in their native language.
ESL G052	cSLO 3	Spring 2016	Most of the students did very well. This is a process that is integral to good reading skills; therefore, it was taught and practiced heavily throughout the semester up to the time the SLO was assessed. In fact, even when completing their vocabulary journals and reading responses during the semester, students are required to state their "guess" of the meanings of all new words before they complete other steps to the vocabulary journals and reading responses. The 6 students who did not do well were all students who came into the class extremely underprepared.
ESL G052	cSLO 4	Fall 2016	Over 92% of the students tested "passed" this SLO during the 10th week of the semester. Sixty six percent mastered the skill while 28% scored in the "competent" range. Only three out of 38 students failed to meet the SLO.
ESL G052	cSLO 5	Fall 2017	Thirty two ESL 052 students were assessed; 29 out of 32 attained competency. Out of the 29 students who met the SLO, 23 students mastered the skill (85% or higher accuracy) and 6 students scored at the "competent" level (between 70 and 84%).
ESL G053	cSLO 1	Fall 2017	These results are good considering that the listening clip was fairly challenging
ESL G053	cSLO 2	Spring 2016	85.4 % of the student showed at least a competent level of understanding the listening text.
ESL G053	cSLO 3	Spring 2017	Students by and large did well. A couple need more practice with inference.
ESL G053	cSLO 4	Fall 2015	44 of the 50 students (88%) satisfactorily completed the assessment, and 6 of the 50 (12%) failed the assessment. That is an acceptable rate considering the level of the class and student aggregate. The students ranged in age from 18 to 70+. They came from multiple language and cultural backgrounds. A few of them simply could not meet the challenge because the college's placement instrument doesn't assess speaking and pronunciation abilities. A few others simply did not bother to prepare for the test. All in all, however, they did quite well.
ESL G053	cSLO 4	Spring 2018	As the instructor completing this form, I, Professor Ullrich, have continued to develop this process (described above), which utilizes the technology of students being able to record themselves on their phones and connecting the technology and students to many available campus support resources: appointments with me, other teachers, the Tutoring Center, Writing Center, Conversation Lab, Future Teachers Club, and others. I am finding that students who follow all steps of the process are succeeding at high rates. Also, students receive immediate feedback since I evaluate their responses on the spot; in fact, we record my evaluation in the classroom and students are required to listen to the recording of themselves and my evaluation and then fill out an action plan for improvement.
ESL G053	cSLO 5	Fall 2016	The method of evaluation was fair and sound. Overall, students did fairly well; however, some shortcomings and ways to improve the learning are discussed in "Planning and Changes" below.
ESL G061	cSLO 1	Fall 2015	This writing sample was designed to test the students' ability to understand the prompt, and be able to write a detailed response using proper verb tenses, but limited control of perfect tenses. Overall, 85% of students achieved competency or better.
ESL G061	cSLO 1	Fall 2017	The students who took the test satisfactorily completed the assessment.
ESL G061	cSLO 2	Fall 2016	Students have been writing paragraphs and short essays throughout the semester. Most students used coordinating conjunctions correctly and adverb clauses correctly. Some students had problems with adjective clauses and unreal "if" clauses.
ESL G061	cSLO 3	Spring 2016	Students have been writing paragraphs and short essays throughout the semester. As the topics became more complex, so did the writing requirements. Most students used

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			coordinating conjunctions and adverb clauses correctly. Some students had problems with unreal "if" clauses.
ESL G061	cSLO 4	Spring 2017	49 students out of 55 were able to demonstrate a fair to good ability to use adjective clauses with who, whom, which, whose and that after eight weeks of instruction. This exemplifies the efficacy of the grammar instruction at level 61.
ESL G062	cSLO 1	Spring 2016	Students clearly need more practice with this very important skill. They are good at picking up the details and good at inference, but getting the main idea needs more work.
ESL G062	cSLO 2	Fall 2016	Most students did quite well on this. Some are still having some difficulty. This is an important skill and teaching it is an ongoing process.
ESL G062	cSLO 3	Spring 2017	All students successfully completed the test.
ESL G062	cSLO 4	Fall 2015	7 students got a 3, 19 got a 2, 4 got a 1, and 2 got a 0. Everyone passed the test, but some did less well at inference.
ESL G062	cSLO 5	Spring 2018	Vocabulary is hard for some students to learn, and in spite of practice and review, a couple did not do well. We will continue to work on vocabulary and word roots.
ESL G063	cSLO 1	Fall 2016	Students get routine practice with this with their weekly homework assignments, but continued practice is needed. They tend to be better at discrete points than they are with summaries. We will continue to work on this skill.
ESL G063	cSLO 2	Fall 2015	These results show the efficacy of the methods used to assess students' abilities to answer inference questions from articles which were above their level. Most students did well. Those who had difficulty with the test do not have enough exposure to spoken English outside of the classroom.
ESL G063	cSLO 4	Spring 2016	The entire process for this SLO was ongoing throughout the semester and required much time both on the part of the students to do the research and devote study time to the textbook vocabulary and on the part of the instructor to manage the class time to allow for adequate practice and preparation as well as time for assessment, which is quite challenging in a class of 26 students who all have to give 90-second presentations followed by a Q&A session. However, the students were very enthusiastic and did well. Four of six that failed were misplaced and linguistically below level and delivered presentations that were not on topic or dramatically subpar while the other two failures were due to laziness on the part of the student—no preparation.
ESL G063	cSLO 4	Spring 2018	Of 30 students who gave the presentation 24 achieved 85 to 100% expected level. Three were at the 70 to 84% level of competency and 3 were at the 56 to 69% level. These students had problems with pronunciation and did not stay focused on the topic.
ESL G063	cSLO 5	Spring 2017	We are pleased that 79% of the students passed this SLO successfully. Successful students are expected to use and correctly pronounce the learned vocabulary. They did this by creating controlling ideas based on the textbook topics and then supporting the controlling ideas with examples that utilize at least 70% of each textbook unit's new vocabulary. They practiced in class but had to do most of their preparation at home. Ultimately, the students who put in the effort at home or in the college Tutoring Center, Writing & Reading Center, and/or Conversation Lab were successful. The ones who worked, learned, did well, and were successful.
ESL G071	cSLO 1*	Fall 2016	Most students generally understand how to use appropriate verb tenses. Most verbs used in their summaries are in the present tense. Their responses were mostly in the present tense, and some students used the past tense to talk about their past experiences. A number of students still struggle with subject-verb agreement.
ESL G071	cSLO 2*	Spring 2016	Students generally understand paragraph form. They understand how to write a topic sentence and support it. A number of students still struggle with getting the grammar into their writing, or they run out of time to check their work.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
ESL G071	cSLO 2*	Fall 2017	Most students generally understand how to write a paragraph using examples and observations to support their topic sentence. Other students still struggle with maintaining one main idea per paragraph when they provide details not related to the topic or weak details that do not support it.
ESL G071	cSLO 3	Spring 2018	Students who turned in their work on time generally understood how to brainstorm. The pre-writing strategies used by them most were creating an outline and jotting down ideas, followed by making a cluster diagram. A number of the students had forgotten to turn in their pre-writing, which could mean they did not do it, or they used free-writing as their strategy then made edits to their final product. As pre-writing strategies are foundational to good writing, we will continue to work on this.
ESL G071	cSLO 3*	Spring 2017	Most students generally understand how to use coordinating conjunctions and adverb clauses. Some students still struggle with writing complete sentences. They understand how to use adjective clauses, although the majority of the students use “who” much more often than “whom”.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ESL G021	cSLO 1	Spring 2016	The ESL Department recognizes the importance of the ESL 011 level which was sacrificed for budgetary reasons. Without this level, the 021 level has become a catch-all and there are noticeable differences in abilities in this level. The Department is currently working to provide ESL 011 in a not for credit class. This will ensure that the lowest level ESL students receive the instruction they need.
ESL G021	cSLO 2	Fall 2016	It appears students are not studying and learning efficiently. One reason may be the degree to which language groups (Vietnamese, Korean, Arabic, and Spanish primarily) are becoming ever-more isolated and 'Balkanized'--so to speak. Also, I suspect two other primary reasons, and both are linked to the emergence of the Internet and social media: 1) Access to the Internet and social media has made plagiarism—either through the help of friends, former and current classmates (social media) or through the help of Internet website--so easy that the students are not working very hard and thereby not learning as much as they would if they had to put much more effort into finding and developing answers to assignments on their own. 2) Social media has become an excessive distraction. To counteract the above, I have been working much on 1) making students aware of the above problems through discussions on their home and neighborhood environments, different learning techniques, and the passive + addictive brain activity involved with social media. After the discussions and clarifications of personal learning techniques and home environments, I have them to create learning schedules that include social media down time, 2) coming up with assignments that make copying from the Internet more difficult; for example, all vocabulary sentences must be personal, have two or more clauses, and show the meaning of the word within the sentence content, 3) developing some activities and assignments which incorporate social media, such as listening journals that use YouTube, and 4) going back to practicing basic language learning activities in the classroom, such as walking around and memorizing a passage while in class so that the students can feel the real effects of learning through basic hard, concentrated grunt work. This same action plan is being applied to all the ESL classes I teach.
ESL G021	cSLO 3	Fall 2015	The planned curriculum and teaching methodology are clearly effective and level-appropriate. No changes are suggested since the students are successfully attaining this particular Student Learning Outcome.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ESL G021	cSLO 3	Spring 2017	The ESL Department has worked hard over the entire last year to have the status of 011 and 021 changed to a non-credit enhanced certificate program so that we can reinstate the 011 level and more efficiently place the students into classes they will most benefit from.
ESL G021N	cSLO 1	Spring 2018	The non-credit ESL program at Golden West College is in its infancy. Much of our future planning will depend on how the non-credit ESL program develops. A particular issue not yet resolved is implementation of the placement test agreed upon by the state. We have no control over that. Concerning teaching methodologies and assessment methods for this SLO, the department feels we are ready to move on to the next SLO.
ESL G022	cSLO 1	Fall 2015	Students at low ESL levels can figure out main ideas if they are not struggling to decipher vocabulary meanings. It is very important that instructors create exercises that eliminate vocabulary struggles if they are to effectively teach this vital critical thinking skill.
ESL G022	cSLO 2	Fall 2016	It appears students are not studying and learning efficiently. One reason may be the degree to which language groups (Vietnamese, Korean, Arabic, and Spanish primarily) are becoming ever-more isolated and 'Balkanized'--so to speak. Also, I suspect two other primary reasons, and both are linked to the emergence of the Internet and social media: 1) Access to the Internet and social media has made plagiarism—either through the help of friends, former and current classmates (social media) or through the help of Internet website--so easy that the students are not working very hard and thereby not learning as much as they would if they had to put much more effort into finding and developing answers to assignments on their own. 2) Social media has become an excessive distraction. To counteract the above, I have been working much on 1) making students aware of the above problems through discussions on their home and neighborhood environments, different learning techniques, and the passive + addictive brain activity involved with social media. After the discussions and clarifications of personal learning techniques and home environments, I have them to create learning schedules that include social media down time, 2) coming up with assignments that make copying from the Internet more difficult; for example, all vocabulary sentences must be personal, have two or more clauses, and show the meaning of the word within the sentence content, 3) developing some activities and assignments which incorporate social media, such as listening journals that use YouTube, and 4) going back to practicing basic language learning activities in the classroom, such as walking around and memorizing a passage while in class so that the students can feel the real effects of learning through basic hard, concentrated grunt work. This same action plan is being applied to all the ESL classes I teach.
ESL G022	cSLO 3	Spring 2017	The curriculum and teaching methodology are clearly effective and level-appropriate. No changes are necessary or suggested at this time for this particular Student Learning Objective. (05/07/2017)
ESL G022	cSLO 4	Spring 2016	The curriculum and teaching methodology are clearly effective and level-appropriate. No changes are necessary or suggested at this time for this particular Student Learning Objective.
ESL G022	cSLO 4	Spring 2018	The curriculum and teaching methodology are clearly effective and level-appropriate. No changes are necessary or suggested at this time for this particular Student Learning Objective.
ESL G022N	cSLO 4	Spring 2018	The curriculum and teaching methodology are clearly effective and level-appropriate. No changes are necessary or suggested at this time for this particular Student Learning Objective.
ESL G023	cSLO 1	Fall 2015	To reinforce main ideas at the lower ESL levels particularly in listening comprehension, it is very important that instructors (the ESL Department) realize that correct identification and interpretation of main ideas is dependent upon the level of

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			vocabulary that a student possesses. This is vital in classroom teaching and especially in student evaluation exercises. Giving oral main idea responses is even more challenging.
ESL G023	cSLO 1	Spring 2017	In order to better serve all levels of students needing ESL at GWC, it will be vital to add the ESL 1 level (011, 012 and 013) back to the schedule as soon as possible. (04/17/2017)
ESL G023	cSLO 1	Spring 2017	In order to better serve all levels of students needing ESL at GWC, it will be vital to add the ESL 1 level (011, 012 and 013) back to the schedule as soon as possible.
ESL G023	cSLO 2	Fall 2016	The students struggle with verb tenses at all levels of ESL. Continued work on the grammatical structures of basic verb tenses must remain a fundamental focus of the ESL department. However, consistent pronunciation practice MUST support these efforts so that students can make the connection between oral and written language.
ESL G023	cSLO 2	Fall 2017	The students struggle with verb tenses at all levels of ESL. Continued work on the grammatical structures of basic verb tenses must remain a fundamental focus of the ESL department. However, consistent pronunciation practice MUST support these efforts so that students can make the connection between oral and written language.
ESL G023	cSLO 3	Spring 2016	The ESL Department must continue to use as much theme-based learning as possible in order to give students the best possible chance to hear and see the same vocabulary over and over. Such repetition is key in students being able to recognize and recycle basic vocabulary. ESL students face a monstrous challenge given the sheer volume of English vocabulary they must contend with. The Department textbook list, which is updated regularly, must continue to play a key role in this.
ESL G023	cSLO 3	Spring 2018	The SLO assessment method works well enough, but there is undoubtedly a need to offer the 013 level again since students are being placed in a level that is too difficult for them. This class is effectively a combo class for ESL 013 and 023.
ESL G031	cSLO 1	Fall 2015	Students will continue to work on consistent basic verb tense usage in controlled written activities.
ESL G031	cSLO 1	Spring 2017	Through controlled writing activities, students will continue to develop control of basic verb tense usage.
ESL G031	cSLO 2	Spring 2016	As teachers, we have become aware that we need to take more time at the lower levels to explain and practice recognition of complete clauses and how to combine them in English. Once students master recognition of the clauses, they can more successfully utilize correct punctuation to combine the clauses. With funding, we hope to create a short Writing Center course on just that point would be helpful to all levels.
ESL G031	cSLO 2	Fall 2017	I have recently initiated a process of not simply returning corrected assignments to the students and then going on to the next assignment. Instead, they are 1) required to identify the types of errors to show they are aware of what they need to do to improve, 2) rewrite it again, 3) show me the corrected rewrite, and 4) spend time reading it aloud MANY TIMES and stating the punctuation as they read it aloud, often while walking around the classroom. This process has led to many improvements in sentence structure and punctuation.
ESL G031	cSLO 3	Fall 2016	Students will continue to look for sequencing cues to interpret the chain of events in English readings and attempt to apply those cues in their own English writing.
ESL G031	cSLO 3	Spring 2018	Students will continue to write paragraphs sequencing events while improving verb tense usage.
ESL G032	cSLO 1	Fall 2016	We will continue to practice.
ESL G032	cSLO 1	Fall 2016	We will continue to practice this skill.
ESL G032	cSLO 1	Fall 2016	We will continue to practice.
ESL G032	cSLO 1	Fall 2016	We will continue to work on this skill in future semesters as it is critical.
ESL G032	cSLO 2	Spring 2017	Students have demonstrated that they can satisfactorily identify supporting details when prompted, or when such information is necessary to answering a question. I

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			would like to move on the next having supports produce their own writing samples with supporting details. To develop their academic skills, this would involve creating an essay thesis statement, with accompanying relevant supporting details of their own.
ESL G032	cSLO 3	Spring 2016	I will review the assessment with the class and make sure they understand where they made mistakes. If I teach this class again, I will make sure I review time expressions and tenses in class to elicit the sequence of events expressed in a reading.
ESL G032	cSLO 3	Spring 2018	The class is generally doing well, and we will continue to work on picking up on grammatical cues in the reading and using the grammar as a tool in reading comprehension.
ESL G032	cSLO 4	Fall 2015	The practice in the book followed by practicing in groups in a path game in a different context seems to work quite well. No changes are anticipated.
ESL G032	cSLO 4	Fall 2017	Using picture material to enhance student recognition of vocabulary is extremely helpful and should be incorporated into lower level reading classes as much as possible.
ESL G033	cSLO 1	Fall 2016	It appears students are not studying and learning efficiently. One reason may be the degree to which language groups (Vietnamese, Korean, Arabic, and Spanish primarily) are becoming ever-more isolated and 'Balkanized'--so to speak. Also, I suspect two other primary reasons, and both are linked to the emergence of the Internet and social media: 1) Access to the Internet and social media has made plagiarism—either through the help of friends, former and current classmates (social media) or through the help of Internet website--so easy that the students are not working very hard and thereby not learning as much as they would if they had to put much more effort into finding and developing answers to assignments on their own. 2) Social media has become an excessive distraction. To counteract the above, I have been working much on 1) making students aware of the above problems through discussions on their home and neighborhood environments, different learning techniques, and the passive + addictive brain activity involved with social media. After the discussions and clarifications of personal learning techniques and home environments, I have them to create learning schedules that include social media down time, 2) coming up with assignments that make copying from the Internet more difficult; for example, all vocabulary sentences must be personal, have two or more clauses, and show the meaning of the word within the sentence content, 3) developing some activities and assignments which incorporate social media, such as listening journals that use YouTube, and 4) going back to practicing basic language learning activities in the classroom, such as walking around and memorizing a passage while in class so that the students can feel the real effects of learning through basic hard, concentrated grunt work. This same action plan is being applied to all the ESL classes I teach.
ESL G033	cSLO 1	Spring 2018	The instructor has already devised an action plan to further improve this listening and speaking improvement process. The instructor is working on increasing contact between his students and native-born American English speakers by working with the GWC Future Teachers Club as well as the Tutoring Center, Writing and Reading Center, community groups and Conversation Lab.
ESL G033	cSLO 2	Fall 2015	In general, students who worked hard and did the necessary time-consuming homework and practice needed for language development completed the SLO and the course successfully. Concerning college resources, two points directly affect this SLO: 1) assessment—of course it would be ideal if we could interview every incoming student to assess their English speaking abilities, but that is financially unfeasible. 2) The next best thing would be to develop an ESL speaking lab and expand the Tutorial Center's Conversation lab and require students to participate in those two activities as part of the course requirements.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ESL G033	cSLO 2	Fall 2017	I have started a new process for teaching speaking and pronunciation by requiring students to work with native speakers and record themselves on their phones. I'm seeing great improvements in the students who follow the process. I will develop and refine the process in future semesters.
ESL G033	cSLO 3	Spring 2016	Much of the success of this SLO depends on the students' commitment to study and preparation. They are given CD's and a text with chapters that use all the vocabulary and have sample material and presentations exactly the same as the presentations they are required to deliver. It is really a matter of the students preparing. Of course, more time could be used in the class to practice the presentations, but students are put into groups and practice their presentations many times before giving them for a grade. As the SLO was highly successful, no changes are suggested at this time.
ESL G033	cSLO 3	Spring 2017	This was a very successful learning process. It will be continued in the future. One small change I (Richard Ullrich) will make is to create a cumulative vocabulary list from the presentations that the students will build on during the semester in order to reinforce new, learned vocabulary.
ESL G041	cSLO 1	Fall 2016	This SLO is extremely important in reminding the ESL Department of the importance of verb tenses in all aspects of communication for ESL students. Verb tenses are a huge part of the ESL curriculum at GWC and faculty is well-aware of their role for developing college writers.
ESL G041	cSLO 1	Spring 2018	Clearly ESL faculty efforts are paying off in the focus on verb tense in the core ESL classes. This will continue to be a priority as verb tenses are a true measure of student ability in the language. Continued writing and oral presentations will serve faculty well in this area along with the development and implementation of verb tense mini-courses to be offered in the GWC Student Learning Center.
ESL G041	cSLO 1	Spring 2018	Since verb tense is one of the keys to successful communication in English, the department stresses its importance in the listening / speaking as well as the core writing classes. The department has clearly set out which verb tenses need to be covered in the different levels of ESL, and it will be important to emphasize this at the beginning of the semester so that all instructors are aware of the verb tenses that must be mastered before moving a student up to the next level.
ESL G041	cSLO 2	Fall 2015	Students need more instruction on the form and use of the basic clause structures in written English. The ability to distinguish dependent and independent ideas and to use appropriate punctuation should be a focus for instructors at this level. Concerning college resources, two points affect this SLO: 1) assessment—it would be ideal to read writing samples of incoming students, but that is financially unfeasible. 2) The next best thing would be to develop an ESL Writing Tutorial lab and require students to participate in it as part of the course requirements.
ESL G041	cSLO 2	Spring 2017	Students require more instruction and repetition on the form and use of basic clause structures in written English. The ability to distinguish dependent and independent ideas and to use appropriate punctuation should remain a focus for instructors at this level. The placement test cut scores for incoming students can be assessed for the new placement tool. Furthermore, since the placement test does not include a writing component, it would be helpful to find the financial resources that would allow the department to read writing samples of incoming students on an on-going basis. Additionally, an ESL Writing lab would greatly assist students who learn the rules in class but do not have enough practice outside the classroom to become proficient.
ESL G041	cSLO 3	Spring 2016	Over the second half of the semester, it will be necessary to ensure that students are comfortable using both coordinating conjunctions and parallel word forms in sentences. The students will receive more concentrated instruction of parallel structure in compound sentences.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ESL G041	cSLO 3	Fall 2017	For the remaining 8 weeks of the semester, the Instructor will follow instruction that focuses on improving the student's use of coordinating conjunctions and parallel word forms in sentences. The students will carry out extensive practice in the use of parallel structure in compound sentences. Instructor feedback, class work, homework, and frequent assessments will ensure that the students achieve the level of "competency" that is necessary.
ESL G042	cSLO 1	Spring 2017	Keep practicing with main ideas in different types of texts.
ESL G042	cSLO 2	Fall 2016	It is essential to continue to provide critical thinking exercises and practice as a tool for developing reading skills for ESL learners.
ESL G042	cSLO 3	Fall 2015	It is extremely important that the ESL Department incorporates a critical thinking approach into its curriculum across all ESL skills and ability levels. This must be done at the very lowest levels for it is evident that this is a huge challenge for students who are already struggling with language meaning. Fostering a read-between-the-lines approach in the classroom is a necessity.
ESL G042	cSLO 3	Fall 2017	In comparing the last time this SLO was assessed for this class, it is clear that the extra class time and practice with inferences has clearly paid dividends as the success rate was much improved.
ESL G042	cSLO 4	Spring 2016	The curriculum and teaching methodology are clearly effective and level-appropriate. No changes are necessary or suggested at this time for this particular Student Learning Objective.
ESL G042	cSLO 4	Spring 2018	We will continue to practice with vocabulary.
ESL G043	cSLO 1	Fall 2015	Given the results, no further changes are deemed necessary at this time for this SLO. Two of the students who fell below mastery seemed to struggle with some of the vocabulary and one student had some serious health issues that may have interfered, but overall, the results were very encouraging.
ESL G043	cSLO 1	Fall 2017	We are developing a good selection of YouTube ESL websites and specific required listenings which the students must go to and then comment on in their listening journals multiple times per week. This process is improving their listening since it forces them to listen to and assess what they have listened to in English more often than they otherwise would in their linguistically isolated environments since most of them live in very isolated language communities.
ESL G043	cSLO 2	Spring 2017	As stated above, the 78% is acceptable, and we are ready to move onto the next SLO; however, we are also aware of the need (and will practice ways) to improve the percentage of successful students. We will do that by practicing target vocabulary more and reinforcing knowledge of the differences between main points and supporting/detail points and examples.
ESL G043	cSLO 3	Spring 2016	In order to truly test inference ability, it is extremely important to select materials / listening passages that do not create vocabulary problems for students. When students have to focus on individual word meanings, they lose sight of overall main idea and inference. Vocabulary deficiency clearly impedes critical thinking in ESL.
ESL G043	cSLO 3	Spring 2018	Professor Richard Ullrich has been developing a new process to teaching listening and speaking over the last two semesters and has found it to be working very well. It is a process that improves all speaking and listening SLO's. So, he intends to hold seminars with all the teachers of English speaking and listening to introduce the process throughout the department.
ESL G043	cSLO 4	Fall 2016	While students were able to use the vocabulary, pronunciation of these words was a big problem for some. Further emphasis on level-appropriate phonetics will be very helpful.
ESL G051	cSLO 1	Spring 2016	We will keep practicing. Students need constant reminder at this level of third person singular –s for subject/verb agreement. They also need a lot more practice with present perfect.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ESL G051	cSLO 1	Spring 2018	Even though mid-term results were promising, it is essential to continue to give students plenty of opportunity to write paragraphs in English, edit, and rewrite with corrections. In addition, verb tenses need to be discussed in class and practiced in homework and focused in-class assignments.
ESL G051	cSLO 2	Fall 2015	Keep practicing. Students have demonstrated a fairly strong ability to perform well on a test. The question now is can they get it into their writing.
ESL G051	cSLO 2	Fall 2017	Students will continue to be exposed to the passive in reading and in exercises and will be encouraged to use the passive, when appropriate, in their own English writing.
ESL G051	cSLO 3	Fall 2016	We will continue to work on conjunctions.
ESL G051	cSLO 4	Spring 2017	We will continue to work with students on adjective clauses.
ESL G051	cSLO 4	Spring 2017	We will continue to work on adjective clauses.
ESL G051	cSLO 4	Spring 2017	We will continue to teach and review AC. It takes them a while to get.
ESL G052	cSLO 1	Spring 2018	Continue to make main ideas a priority at all levels of ESL. To encourage the listening / speaking classes to make main idea study a priority. Perhaps by assigning various readings and then having students express main ideas in oral form.
ESL G052	cSLO 2	Fall 2015	Undoubtedly, Students need more instruction in reading and more time to develop vocabulary necessary to read successfully. Concerning college resources, two points affect this SLO: 1) It would be ideal to offer and REQUIRE reading classes at all levels of the ESL program. 2) The next best thing would be to develop an ESL READING Tutorial lab and require students to participate in it as part of the course requirements.
ESL G052	cSLO 2	Spring 2017	For many ESL students, a lack of experience and understanding of the most basic reading strategies in the native language provides a massive obstacle to success in college level reading classes. Students have never been taught these strategies in their native language. This makes the job of the ESL teacher two-fold. The instructor cannot assume that students understand very basic strategies and simply apply them to the target language. Rather, the instructor must EXPLAIN and TEACH these strategies before even considering the specific problems these types of strategies pose to an ESL learner. Students need a MASSIVE amount (years) of practice with these in order to attain competency across a wide range of genres and texts. For many ESL students, the development of a class in college-ready reading strategies in both English and the native language would be most helpful
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ESL G052	cSLO 3	Spring 2016	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning? Being aware that “applying context clues to predict meanings of words” is critical to good reading skill, the professor applied a variety of teaching methods, from drilling context clues, such as suffix and prefix word forms and word form predictors, such as “the,” recognizing synonyms and antonyms of a word in other parts of the reading, doing cloze testing and even reading aloud while analyzing possible meanings of words in group discussions. It is felt the SLO was successful and that no changes in teaching methodology are needed. The real problem lies in placement of the students and making sure that

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			underprepared students have adequate supplemental work to do in the Writing Center or are given opportunities and guidance to take the correct class for their level.
ESL G052	cSLO 4	Fall 2016	The curriculum and teaching methodology are clearly effective and level-appropriate. No changes are necessary or suggested presently for this particular Student Learning Objective.
ESL G052	cSLO 5	Fall 2017	The planned curriculum and teaching methodology are clearly effective and level-appropriate since the students are successfully meeting this Student Learning Outcome. No changes are recommended at this time.
ESL G053	cSLO 1	Fall 2017	We are developing a good selection of YouTube ESL websites and specific required listenings which the students must go to and then comment on in their listening journals multiple times per week. This process is improving their listening since it forces them to listen to and assess what they have listened to in English more.
ESL G053	cSLO 2	Spring 2016	Continued practice listening exercises for the students combined with vocabulary and pronunciation instruction and exercises
ESL G053	cSLO 3	Spring 2017	We will continue to work on inference.
ESL G053	cSLO 4	Fall 2015	In general, students who worked hard and did the necessary time-consuming homework and practice needed for language development completed the SLO and the course successfully. Concerning college resources, two points directly affect this SLO: 1) assessment—of course it would be ideal if we could interview every incoming student to assess their English speaking abilities, but that is financially unfeasible. 2) The next best thing would be to develop an ESL speaking lab and expand the Tutorial Center's Conversation Lab and require students to participate in those two activities as part of the course requirements.
ESL G053	cSLO 4	Spring 2018	Professor Richard Ullrich has been developing a new process to teaching listening and speaking over the last two semesters and has found it to be working very well. It is a process that improves all speaking and listening SLO's. So, he intends to hold seminars with all the teachers of English speaking and listening to introduce the process throughout the department.
ESL G053	cSLO 5	Fall 2016	It appears students are not studying and learning efficiently. One reason may be the degree to which language groups (Vietnamese, Korean, Arabic, and Spanish primarily) are becoming ever-more isolated and 'Balkanized'--so to speak. Also, I suspect two other primary reasons, and both are linked to the emergence of the Internet and social media: 1) Access to the Internet and social media has made plagiarism—either through the help of friends, former and current classmates (social media) or through the help of Internet website--so easy that the students are not working very hard and thereby not learning as much as they would if they had to put much more effort into finding and developing answers to assignments on their own. 2) Social media has become an excessive distraction and is cutting into the students' focused learning/homework/home study time. To counteract the above, I have been working much on 1) making students aware of the above problems through discussions on their home and neighborhood environments, different learning techniques, and the passive + addictive brain activity involved with social media. After the discussions and clarifications of personal learning techniques and home environments, I have them to create learning schedules that include social media down time, 2) coming up with assignments that make copying from the Internet more difficult; for example, all vocabulary sentences must be personal, have two or more clauses, and show the meaning of the word within the sentence content, 3) developing some activities and assignments which incorporate social media, such as listening journals that use YouTube, and 4) going back to practicing basic language learning activities in the classroom, such as walking around and memorizing a passage while in class so that

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			the students can feel the real effects of learning through basic hard, concentrated grunt work. This same action plan is being applied to all the ESL classes I teach.
ESL G061	cSLO 1	Fall 2015	The students who were deficient in this area would need more time to organize their thoughts and proofread what they have written. One way to improve their writing is to practice writing multiple sentences that are similar in meaning. This way, they are able to construct a variety of sentences using different vocabulary words and verb tenses.
ESL G061	cSLO 1	Fall 2017	Students have achieved at an acceptable rate. I will now incorporate more verb forms and vocabulary into my subsequent assessments.
ESL G061	cSLO 2	Fall 2016	Students need more practice with their writing. It might be a good idea to have them read online articles to learn new words and recognize the grammar structures that they have already learned. They can practice writing sentences with the new words, and provide a brief summary on what they have read.
ESL G061	cSLO 3	Spring 2016	Students need more practice with their writing. It might also be a good idea to have them read short stories or articles, and underline certain grammar items that were assigned for homework. Then have them write a brief summary on what they have read.
ESL G061	cSLO 4	Spring 2017	We plan to continue using the same approach to teaching adjective clauses at the 61 level. The Azar Grammar text has provided useful and highly beneficial grammar instruction.
ESL G062	cSLO 1	Spring 2016	I will continue to work on main idea and will give further practice.
ESL G062	cSLO 2	Fall 2016	We will continue to work on this SLO.
ESL G062	cSLO 3	Spring 2017	We continuously work on vocab in context.
ESL G062	cSLO 4	Fall 2015	We will continue to practice inference in the 62 reading class as it is a very important reading skill. Overall, however, the results are good. What did rather surprise me was which particular students did not do well.
ESL G062	cSLO 5	Spring 2018	We will continue to work on vocabulary, vocabulary in context, and word roots, all critical components for learning vocabulary.
ESL G063	cSLO 1	Fall 2016	We will continue to work on this SLO.
ESL G063	cSLO 2	Fall 2015	Although listening exercises are part of the curriculum and enforced throughout the semester, increasing their frequency will help more students.
ESL G063	cSLO 4	Spring 2016	The entire process for this SLO was ongoing throughout the semester and required much time both on the part of the students to do the research and devote study time to the textbook vocabulary and on the part of the instructor to manage the class time to allow for adequate practice and preparation as well as time for assessment, which is quite challenging in a class of 26 students who all have to give 90-second presentations followed by a Q&A session. However, the students were very enthusiastic and did well. Four of six that failed were misplaced and linguistically below level and delivered presentations that were not on topic or dramatically subpar while the other two failures were due to laziness on the part of the student—no preparation.
ESL G063	cSLO 4	Spring 2018	80% of the students were either competent or reached master of the SLO. Based on student feedback, to improve student's presentation skills, I will expose students to more listening exercises and have them complete more individual presentations.
ESL G063	cSLO 5	Spring 2017	This process went well. I (Richard Ullrich) surveyed the students and received very good feedback from 100% of the students saying that this learning process should be continued. The one thing I (Richard Ullrich) as a teacher will do differently, will be to create a CUMULATIVE class vocabulary list. Then, during the semester and the process of giving the presentations, I will ask the students to build on that list so that they can reinforce past vocabulary as they move on to new vocabulary with each unit presentation.

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ESL G071	cSLO 1*	Fall 2016	Students who struggle with subject-verb agreement will review count and non-count nouns to help them successfully choose the correct verbs for them. Students will also be encouraged to spend more time editing or double-checking their work before turning it in.
ESL G071	cSLO 2*	Spring 2016	Students need to spend a lot more time to edit or double-check their work before turning it in. We could have students edit some more even if they think their first or final draft is already good. We will keep practicing. Students need constant reminder as this is the foundation for everything that comes later.
ESL G071	cSLO 2*	Fall 2017	Students who struggle with paragraph form and structure will need to master topic sentences. When writing an essay, they will use pre-writing strategies such as an outline to map out the main ideas and the supporting details that relate to their thesis.
ESL G071	cSLO 3	Spring 2018	As pre-writing strategies are foundational to good writing, we will continue to work on this.
ESL G071	cSLO 3*	Spring 2017	Students who struggle with conjunctions and adverb clauses will review punctuations such as commas and periods to avoid fragments and run-ons. Students will also be encouraged to spend more time editing their work before turning it in.