

Course Student Learning Outcomes Assessment

ESL 420 Beginning ESL 2

**Created on: 09/13/2013 07:37:00 AM PST
Last Modified: 09/25/2015 11:24:47 PM PST**

Table of Contents

General Information	1
Standing Requirements	2
Course Description.....	2
Course Student Learning Outcomes.....	2
2014-2015 Assessment Cycle	3
Measurements.....	3
Findings.....	3
Plans of Action.....	4
Status Reports.....	4
2013-2014 Assessment Cycle	5
Measurements.....	5
Findings.....	5
Plans of Action.....	6
Status Reports.....	9
2012-2013 Assessment Cycle	12
Measurements.....	12
Findings.....	12
Plans of Action.....	13
Status Reports.....	14

General Information (Course Student Learning Outcomes Assessment)

Standing Requirements

📖 Course Description

Emphasizes comprehending simple conversations communicating survival needs reading phrases and simple sentences and performing communicative written tasks. This is the third course in the Continuing Education ESL continuum.

📖 Course Student Learning Outcomes

ESL 420 Beginning ESL 2 Outcome Set

Outcome	
Outcome	Mapping
Outcome 1 Students will demonstrate an understanding of simple sentences and conversations.	Institutional Student Learning Outcomes: Act 2, Communicate 1, Communicate 2, Communicate 3, Learn 1, Think 2
Outcome 2 Students will be able to communicate using simple sentences.	Institutional Student Learning Outcomes: Act 2, Communicate 1, Communicate 2, Communicate 3, Think 2

2014-2015 Assessment Cycle

Measurements

Outcomes and Measures

ESL 420 Beginning ESL 2 Outcome Set

Outcome

Outcome 1

Students will demonstrate an understanding of simple sentences and conversations.

▼ **Measure:** ESL Beginning 2 Posttest
Course level; Direct - Exam

Description of Measurement Tool: ESL Beginning 2 Posttest

Criteria for Success: Individual & Collective Student Criterion: Pass the ESL Beginning 2 Posttest with a minimum score of 80%

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Outcome 2

Students will be able to communicate using simple sentences.

▼ **Measure:** ESL Beginning 2 Posttest-Written Section (questions 90-100)
Course level; Direct - Exam

Description of Measurement Tool: ESL Beginning 2 Posttest-Written Section (questions 90-100)

Criteria for Success: Individual & Collective Student Criterion: Pass the ESL Beginning 2 Posttest-Written Section (questions 90-100) with a minimum score of 6/11.

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Findings

Finding per Measure

ESL 420 Beginning ESL 2 Outcome Set

Outcome

Outcome 1

Students will demonstrate an understanding of simple sentences and conversations.

▼ **Measure:** ESL Beginning 2 Posttest
Course level; Direct - Exam

Description of Measurement Tool: ESL Beginning 2 Posttest

Criteria for Success: Individual & Collective Student Criterion: Pass the ESL Beginning 2 Posttest with a minimum score of 80%

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Findings for ESL Beginning 2 Posttest

Summary of Findings: # of sections that participated = 4
 students measured: = 88
 Students who met criterion = 35
 % that met the criterion = 40%

Results: Criteria for Success Achievement Status: Met

Analysis of Findings: The success rates are much lower than those for Beginning 1.

Recommendations: Continue to monitor the reason for this difference in success rate between this and other courses

Outcome 2

Students will be able to communicate using simple sentences.

▼ **Measure:** ESL Beginning 2 Posttest-Written Section (questions 90-100)
 Course level; Direct - Exam

Description of Measurement Tool: ESL Beginning 2 Posttest-Written Section (questions 90-100)

Criteria for Success: Individual & Collective Student Criterion: Pass the ESL Beginning 2 Posttest-Written Section (questions 90-100) with a minimum score of 6/11.

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Findings for ESL Beginning 2 Posttest-Written Section (questions 90-100)

Summary of Findings: # of sections that participated = 4
 students measured: = 88
 Students who met criterion = 43
 % that met the criterion = 49%

Results: Criteria for Success Achievement Status: Met

Analysis of Findings: The success rates are much lower than those for Beginning 1.

Recommendations: Continue to monitor the reason for this difference in success rate between this and other courses

Overall Recommendations

No text specified

📅 **Plans of Action**

📅 **Status Reports**

2013-2014 Assessment Cycle

Measurements

Outcomes and Measures

ESL 420 Beginning ESL 2 Outcome Set

Outcome

Outcome 1

Students will demonstrate an understanding of simple sentences and conversations.

▼ **Measure:** ESL Beginning 2 Posttest
Course level; Direct - Exam

Description of Measurement Tool: ESL Beginning 2 Posttest

Criteria for Success: Individual & Collective Student Criterion: Pass the ESL Beginning 2 Posttest with a minimum score of 80%

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Outcome 2

Students will be able to communicate using simple sentences.

▼ **Measure:** ESL Beginning 2 Posttest-Written Section (questions 90-100)
Course level; Direct - Exam

Description of Measurement Tool: ESL Beginning 2 Posttest-Written Section (questions 90-100)

Criteria for Success: Individual & Collective Student Criterion: Pass the ESL Beginning 2 Posttest-Written Section (questions 90-100) with a minimum score of 6/11.

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Findings

Finding per Measure

ESL 420 Beginning ESL 2 Outcome Set

Outcome

Outcome 1

Students will demonstrate an understanding of simple sentences and conversations.

▼ **Measure:** ESL Beginning 2 Posttest
Course level; Direct - Exam

Description of Measurement Tool: ESL Beginning 2 Posttest

Criteria for Success: Individual & Collective Student Criterion: Pass the ESL Beginning 2 Posttest with a minimum score of 80%

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Findings for ESL Beginning 2 Posttest

Summary of Findings: Seven sections participated in this assessment. There were 134 students measured. 67 students met the established criterion for success. This is a total passing percentage of 53%.

Results: Criteria for Success Achievement Status: Met

Analysis of Findings: This measure has worked well for this class and produces consistent results. We find the results in keeping with level results. There was a fluctuation in rates of passing with each class, but this is to be expected of any assessment at any level.

Recommendations: Continue to use the same assessment and criterion for success next semester. One instructor made the recommendation to change the passing score to 70 or 75%. We have discussed this idea and decided to keep the assessment criteria as is for now.

This Findings is associated with the following Actions:

update assessment

(Plans of Action; 2013-2014 Assessment Cycle)

update assessment

(Plans of Action; 2013-2014 Assessment Cycle)

Outcome 2

Students will be able to communicate using simple sentences.

▼ **Measure:** ESL Beginning 2 Posttest-Written Section (questions 90-100)
Course level; Direct - Exam

Description of Measurement Tool: ESL Beginning 2 Posttest-Written Section (questions 90-100)

Criteria for Success: Individual & Collective Student Criterion: Pass the ESL Beginning 2 Posttest-Written Section (questions 90-100) with a minimum score of 6/11.

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Findings for ESL Beginning 2 Posttest-Written Section (questions 90-100)

Summary of Findings: Seven sections participated in this assessment. There were 134 students measured. 75 students met the established criterion for success. This is a total passing percentage of 61%.

Results: Criteria for Success Achievement Status: Met

Analysis of Findings: This measure has worked well for this class and produces consistent results. We find the results in keeping with level results. There was a fluctuation in rates of passing with each class, but this is to be expected of any assessment at any level.

Recommendations: Continue to use the same assessment and criterion for success next semester

This Findings is associated with the following Actions:

update assessment

(Plans of Action; 2013-2014 Assessment Cycle)

Overall Recommendations

No text specified

 **Plans of Action**

Actions

ESL 420 Beginning ESL 2 Outcome Set

Outcome

Outcome 1

Students will demonstrate an understanding of simple sentences and conversations.

▼ Action: Improve Student Success

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Details of Plan of Action: Discuss at Flex meeting in Spring 2014 how to improve student success

Plan of Action Timeline: Implement Fall 2014

Who is responsible for carrying out the Plan of Action?: Department chair/coordinator

How will you determine if the Plan of Action has been effective?: Reassessment

Additional Resources Required (if any): unknown

Budget request amount: \$0.00

Priority: Medium

▼ Action: update assessment

This Action is associated with the following Findings

Findings for ESL Beginning 2 Posttest

(Measurements and Findings; 2013-2014 Assessment Cycle)

Summary of Findings: Seven sections participated in this assessment.

There were 134 students measured.

67 students met the established criterion for success.

This is a total passing percentage of 53%.

Details of Plan of Action: During the January 2014 flex workshop, instructors reviewed the assessment and assessment criteria. Revisions to the assessment tools and criteria will be made once the new Scantron system is fully implemented in ESL

Plan of Action Timeline: The plan is to have the new Scantron system implemented by fall 2015

Who is responsible for carrying out the Plan of Action?: Eden Quimzon

How will you determine if the Plan of Action has been effective?: We will continue the cycle of assessment and then review the results and compare them to previous assessment results

Additional Resources Required (if any):

Budget request amount: \$0.00

Priority: Low

▼ Action: update assessment

This Action is associated with the following Findings

Findings for ESL Beginning 2 Posttest

(Measurements and Findings; 2013-2014 Assessment Cycle)

Summary of Findings: Seven sections participated in this assessment.

There were 134 students measured.

67 students met the established criterion for success.

This is a total passing percentage of 53%.

Details of Plan of Action: During the January 2014 flex workshop, instructors reviewed the assessment and assessment criteria. Revisions to the assessment tools and criteria will be made once the new Scantron system is fully implemented in ESL**Plan of Action Timeline:** The plan is to have the new Scantron system implemented by fall 2015**Who is responsible for carrying out the Plan of Action?:** Eden Quimzon**How will you determine if the Plan of Action has been effective?:** We will continue the cycle of assessment and then review the results and compare them to previous assessment results**Additional Resources Required (if any):****Budget request amount:** \$0.00**Priority:** Low**Outcome 2**

Students will be able to communicate using simple sentences.

▼ Action: Improve Student Success**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

Details of Plan of Action: Discuss at Flex meeting in Spring 2014 how to improve student success**Plan of Action Timeline:** Implement Fall 2014**Who is responsible for carrying out the Plan of Action?:** Department chair/coordinator**How will you determine if the Plan of Action has been effective?:** Reassessment**Additional Resources Required (if any):** Unkknown**Budget request amount:** \$0.00**Priority:** Medium**▼ Action: update assessment****This Action is associated with the following Findings****Findings for ESL Beginning 2 Posttest-Written Section (questions 90-100)**

(Measurements and Findings; 2013-2014 Assessment Cycle)

Summary of Findings: Seven sections participated in this assessment.

There were 134 students measured.

75 students met the established criterion for success.

This is a total passing percentage of 61%.

Details of Plan of Action: During the January 2014 flex workshop, instructors reviewed the assessment and assessment criteria. Revisions to the assessment tools and criteria will be made once the new Scantron system is fully implemented in ESL**Plan of Action Timeline:** The plan is to have the new Scantron system implemented by fall 2015

Who is responsible for carrying out the Plan of Action?: Eden Quimzon

How will you determine if the Plan of Action has been effective?: We will continue the cycle of assessment and then review the results and compare them to previous assessment results

Additional Resources Required (if any):

Budget request amount: \$0.00

Priority: Low

Status Reports

Action Statuses

ESL 420 Beginning ESL 2 Outcome Set

Outcome

Outcome 1

Students will demonstrate an understanding of simple sentences and conversations.

▼ Action: Improve Student Success

Details of Plan of Action: Discuss at Flex meeting in Spring 2014 how to improve student success

Plan of Action Timeline: Implement Fall 2014

Who is responsible for carrying out the Plan of Action?: Department chair/coordinator

How will you determine if the Plan of Action has been effective?: Reassessment

Additional Resources Required (if any): unknown

Budget request amount: \$0.00

Priority: Medium

Status for Improve Student Success

No Status Added

▼ Action: update assessment

Details of Plan of Action: During the January 2014 flex workshop, instructors reviewed the assessment and assessment criteria. Revisions to the assessment tools and criteria will be made once the new Scantron system is fully implemented in ESL

Plan of Action Timeline: The plan is to have the new Scantron system implemented by fall 2015

Who is responsible for carrying out the Plan of Action?: Eden Quimzon

How will you determine if the Plan of Action has been effective?: We will continue the cycle of assessment and then review the results and compare them to previous assessment results

Additional Resources Required (if any):

Budget request amount: \$0.00

Priority: Low

Status for update assessment

No Status Added

▼ **Action:** update assessment

Details of Plan of Action: During the January 2014 flex workshop, instructors reviewed the assessment and assessment criteria. Revisions to the assessment tools and criteria will be made once the new Scantron system is fully implemented in ESL

Plan of Action Timeline: The plan is to have the new Scantron system implemented by fall 2015

Who is responsible for carrying out the Plan of Action?: Eden Quimzon

How will you determine if the Plan of Action has been effective?: We will continue the cycle of assessment and then review the results and compare them to previous assessment results

Additional Resources Required (if any):

Budget request amount: \$0.00

Priority: Low

Status for update assessment

No Status Added

Outcome 2

Students will be able to communicate using simple sentences.

▼ **Action:** Improve Student Success

Details of Plan of Action: Discuss at Flex meeting in Spring 2014 how to improve student success

Plan of Action Timeline: Implement Fall 2014

Who is responsible for carrying out the Plan of Action?: Department chair/coordinator

How will you determine if the Plan of Action has been effective?: Reassessment

Additional Resources Required (if any): Unkknown

Budget request amount: \$0.00

Priority: Medium

Status for Improve Student Success

No Status Added

▼ **Action:** update assessment

Details of Plan of Action: During the January 2014 flex workshop, instructors reviewed the assessment and assessment criteria. Revisions to the assessment tools and criteria will be made once the new Scantron system is fully implemented in ESL

Plan of Action Timeline: The plan is to have the new Scantron system implemented by fall 2015

Who is responsible for carrying out the Plan of Action?: Eden Quimzon

How will you determine if the Plan of Action has been effective?: We will continue the cycle of assessment and then review the results and compare them to previous assessment results

Additional Resources Required (if any):

Budget request amount: \$0.00

Priority: Low

Status for update assessment

No Status Added

Status Summary

No text specified

Summary of Next Steps

No text specified

2012-2013 Assessment Cycle

Measurements

Outcomes and Measures

ESL 420 Beginning ESL 2 Outcome Set

Outcome

Outcome 1

Students will demonstrate an understanding of simple sentences and conversations.

▼ **Measure:** ESL Beginning 2 Posttest
Course level; Direct - Exam

Description of Measurement Tool: ESL Beginning 2 Posttest

Criteria for Success: Individual & Collective Student Criterion: Pass the ESL Beginning 2 Posttest with a minimum score of 80%

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Outcome 2

Students will be able to communicate using simple sentences.

▼ **Measure:** ESL Beginning 2 Posttest-Written Section (questions 90-100)
Course level; Direct - Exam

Description of Measurement Tool: ESL Beginning 2 Posttest-Written Section (questions 90-100)

Criteria for Success: Individual & Collective Student Criterion: Pass the ESL Beginning 2 Posttest-Written Section (questions 90-100) with a minimum score of 6/11.

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Findings

Finding per Measure

ESL 420 Beginning ESL 2 Outcome Set

Outcome

Outcome 1

Students will demonstrate an understanding of simple sentences and conversations.

▼ **Measure:** ESL Beginning 2 Posttest
Course level; Direct - Exam

Description of Measurement Tool: ESL Beginning 2 Posttest

Criteria for Success: Individual & Collective Student Criterion: Pass the ESL Beginning 2 Posttest with a minimum score of 80%

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Findings for ESL Beginning 2 Posttest

Summary of Findings: 185 tested
69 passed

37% met criteria

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: Poor results

Recommendations: Discuss at flex meeting in spring 2014

Outcome 2

Students will be able to communicate using simple sentences.

▼ **Measure:** ESL Beginning 2 Posttest-Written Section (questions 90-100)
Course level; Direct - Exam

Description of Measurement Tool: ESL Beginning 2 Posttest-Written Section (questions 90-100)

Criteria for Success: Individual & Collective Student Criterion: Pass the ESL Beginning 2 Posttest-Written Section (questions 90-100) with a minimum score of 6/11.

Cycle of Assessment: Every spring

Who is Responsible for Assessment Activity?: Department chair/coordinator

Findings for ESL Beginning 2 Posttest-Written Section (questions 90-100)

Summary of Findings: 185 tested
101 passed

55% met criteria

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: Poor results

Recommendations: discuss at Flex meeting in Spring 2014

Overall Recommendations

No text specified

 **Plans of Action**

Actions

ESL 420 Beginning ESL 2 Outcome Set

Outcome

Outcome 1

Students will demonstrate an understanding of simple sentences and conversations.

▼ **Action:** Improve Student Success

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Details of Plan of Action: Discuss at Flex meeting in Spring 2014 how to improve student success

Plan of Action Timeline: Implement Fall 2014

Who is responsible for carrying out the Plan of Action?: Department chair/coordinator
How will you determine if the Plan of Action has been effective?: Reassessment
Additional Resources Required (if any): unknown
Budget request amount: \$0.00
Priority: Medium

Outcome 2

Students will be able to communicate using simple sentences.

▼ **Action:** Improve Student Success

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Details of Plan of Action: Discuss at Flex meeting in Spring 2014 how to improve student success

Plan of Action Timeline: Implement Fall 2014

Who is responsible for carrying out the Plan of Action?: Department chair/coordinator

How will you determine if the Plan of Action has been effective?: Reassessment

Additional Resources Required (if any): Unkknown

Budget request amount: \$0.00

Priority: Medium

◆ **Status Reports**

Action Statuses

ESL 420 Beginning ESL 2 Outcome Set

Outcome

Outcome 1

Students will demonstrate an understanding of simple sentences and conversations.

▼ **Action:** Improve Student Success

Details of Plan of Action: Discuss at Flex meeting in Spring 2014 how to improve student success

Plan of Action Timeline: Implement Fall 2014

Who is responsible for carrying out the Plan of Action?: Department chair/coordinator

How will you determine if the Plan of Action has been effective?: Reassessment

Additional Resources Required (if any): unknown

Budget request amount: \$0.00

Priority: Medium

Status for Improve Student Success

No Status Added

Outcome 2

Students will be able to communicate using simple sentences.

▼ **Action: Improve Student Success**

Details of Plan of Action: Discuss at Flex meeting in Spring 2014 how to improve student success

Plan of Action Timeline: Implement Fall 2014

Who is responsible for carrying out the Plan of Action?: Department chair/coordinator

How will you determine if the Plan of Action has been effective?: Reassessment

Additional Resources Required (if any): Unkknown

Budget request amount: \$0.00

Priority: Medium

Status for Improve Student Success

No Status Added

Status Summary

No text specified

Summary of Next Steps

No text specified