

# **Course Student Learning Outcomes Assessment**

**ESL 440 Beginning 1-3 Multilevel**

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## **General Information (Course Student Learning Outcomes Assessment)**

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# Standing Requirements

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## Course Description

Provides instruction for students in various levels of beginning English proficiency. Emphasizes speaking listening reading and writing English in familiar contexts. Recommended for students in Beginning ESL levels 1 - 3.

## Course Student Learning Outcomes

### ESL 440 Beginning 1-3 Multilevel Outcome Set

#### Outcome

##### Outcome

Outcome 1  
Students will demonstrate an understanding of written and spoken passages.

Outcome 2  
Students will describe situations and communicate personal information in writing.

##### Mapping

**Institutional Student Learning Outcomes:** Act 2, Communicate 1, Communicate 2, Communicate 3, Think 2

**Institutional Student Learning Outcomes:** Act 2, Communicate 1, Communicate 2, Communicate 3, Learn 1, Think 2, Think 3

## 2014-2015 Assessment Cycle

### Measurements

#### Outcomes and Measures

#### ESL 440 Beginning 1-3 Multilevel Outcome Set

##### Outcome

###### Outcome 1

Students will demonstrate an understanding of written and spoken passages.

▼ **Measure:** ESL Beginning 3 Posttest  
Course level; Direct - Exam

**Description of Measurement Tool:** ESL Beginning 3 Posttest

**Criteria for Success: Individual & Collective Student Criterion:** Pass the ESL Beginning 3 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 describe situations and communicate personal information in writing.

▼ **Measure:** ESL Beginning 3 Posttest - Writing Section  
Course level; Direct - Exam

**Description of Measurement Tool:** ESL Beginning 3 Posttest - Writing Section (questions 93-100)

**Criteria for Success: Individual & Collective Student Criterion:** Pass the ESL Beginning 3 Posttest - Writing Section (questions 93-100) with a minimum score of 5/8

**Cycle of Assessment:** Every spring

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

### Findings

#### Finding per Measure

#### ESL 440 Beginning 1-3 Multilevel Outcome Set

##### Outcome

###### Outcome 1

Students will demonstrate an understanding of written and spoken passages.

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Course level; Direct - Exam

**Description of Measurement Tool:** ESL Beginning 3 Posttest

**Criteria for Success: Individual & Collective Student Criterion:** Pass the ESL Beginning 3 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 3 Posttest**

**Summary of Findings:** # of sections that participated = 8  
 students measured: = 104  
 Students who met criteria = 54  
 % that met the criteria = 52%

**Results:** Criteria for Success Achievement Status: Met

**Analysis of Findings:** This criteria adequately measures student success. Since this is a multilevel course, only students who pass the requirements for highest level taught in this course, Beg. 3, have achieved the SLOs for this course.

**Recommendations:** none

**Outcome 2**

Students will describe situations and communicate personal information in writing.

▼ **Measure:** ESL Beginning 3 Posttest - Writing Section  
 Course level; Direct - Exam

**Description of Measurement Tool:** ESL Beginning 3 Posttest - Writing Section (questions 93-100)

**Criteria for Success: Individual & Collective Student Criterion:** Pass the ESL Beginning 3 Posttest - Writing Section (questions 93-100) with a minimum score of 5/8

**Cycle of Assessment:** Every spring

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

**Findings for ESL Beginning 3 Posttest - Writing Section**

**Summary of Findings:** # of sections that participated = 8  
 students measured: = 104  
 Students who met criteria = 76  
 % that met the criteria = 73%

**Results:** Criteria for Success Achievement Status: Met

**Analysis of Findings:** This criteria adequately measures student success. Since this is a multilevel course, only students who pass the requirements for highest level taught in this course, Beg. 3, have achieved the SLOs for this course.

**Recommendations:** none

**Overall Recommendations**

*No text specified*

 **Plans of Action**

 **Status Reports**

## 2013-2014 Assessment Cycle

### Measurements

#### Outcomes and Measures

#### ESL 440 Beginning 1-3 Multilevel Outcome Set

##### Outcome

###### Outcome 1

Students will demonstrate an understanding of written and spoken passages.

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Course level; Direct - Exam

**Description of Measurement Tool:** ESL Beginning 3 Posttest

**Criteria for Success: Individual & Collective Student Criterion:** Pass the ESL Beginning 3 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 describe situations and communicate personal information in writing.

▼ **Measure:** ESL Beginning 3 Posttest - Writing Section  
Course level; Direct - Exam

**Description of Measurement Tool:** ESL Beginning 3 Posttest - Writing Section (questions 93-100)

**Criteria for Success: Individual & Collective Student Criterion:** Pass the ESL Beginning 3 Posttest - Writing Section (questions 93-100) with a minimum score of 5/8

**Cycle of Assessment:** Every spring

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

### Findings

#### Finding per Measure

#### ESL 440 Beginning 1-3 Multilevel Outcome Set

##### Outcome

###### Outcome 1

Students will demonstrate an understanding of written and spoken passages.

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Course level; Direct - Exam

**Description of Measurement Tool:** ESL Beginning 3 Posttest

**Criteria for Success: Individual & Collective Student Criterion:** Pass the ESL Beginning 3 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 3 Posttest**

**Summary of Findings:** Five sections participated in this assessment. There were 99 students measured. 28 students met the established criterion for success. This is a total passing percentage of 29%.

**Results:** Criteria for Success Achievement Status: Met

**Analysis of Findings:** The results are consistent for a multilevel class where only the students who are ready to move to the next level, should be passing the assessment. Since the Beginning 3 post-test is used, the assessments uses criterion for this level. Students who are not yet ready to complete this level, will not pass the assessment. The varying results are in large part due to the varying abilities of the students specifically as it relates groups of students at various offsites.

**Recommendations:** Continue to use the same assessment and criterion for success next semester. One recommendation was to teach more materials at a Beg. 3 level to help student better be able to successfully complete the assessment.

**Outcome 2**

Students will describe situations and communicate personal information in writing.

▼ **Measure:** ESL Beginning 3 Posttest - Writing Section  
Course level; Direct - Exam

**Description of Measurement Tool:** ESL Beginning 3 Posttest - Writing Section (questions 93-100)

**Criteria for Success: Individual & Collective Student Criterion:** Pass the ESL Beginning 3 Posttest - Writing Section (questions 93-100) with a minimum score of 5/8

**Cycle of Assessment:** Every spring

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

**Findings for ESL Beginning 3 Posttest - Writing Section**

**Summary of Findings:** Five sections participated in this assessment. There were 99 students measured. 42 students met the established criterion for success. This is a total passing percentage of 47%.

**Results:** Criteria for Success Achievement Status: Met

**Analysis of Findings:** The results are consistent for a multilevel class where only the students who are ready to move to the next level, should be passing the assessment. Since the Beginning 3 post-test is used, the assessments uses criterion for this level. Students who are not yet ready to complete this level, will not pass the assessment. The varying results are in large part due to the varying abilities of the students specifically as it relates groups of students at various offsites.

**Recommendations:** Continue to use the same assessment and criterion for success next semester. One recommendation for improving student scores was to include more writing practice in the course work.

**Overall Recommendations**

No text specified

 **Plans of Action**



## Status Reports

## 2012-2013 Assessment Cycle

### Measurements

#### Outcomes and Measures

#### ESL 440 Beginning 1-3 Multilevel Outcome Set

##### Outcome

###### Outcome 1

Students will demonstrate an understanding of written and spoken passages.

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Course level; Direct - Exam

**Description of Measurement Tool:** ESL Beginning 3 Posttest

**Criteria for Success: Individual & Collective Student Criterion:** Pass the ESL Beginning 3 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 describe situations and communicate personal information in writing.

▼ **Measure:** ESL Beginning 3 Posttest - Writing Section  
Course level; Direct - Exam

**Description of Measurement Tool:** ESL Beginning 3 Posttest - Writing Section (questions 93-100)

**Criteria for Success: Individual & Collective Student Criterion:** Pass the ESL Beginning 3 Posttest - Writing Section (questions 93-100) with a minimum score of 5/8

**Cycle of Assessment:** Every spring

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

### Findings

#### Finding per Measure

#### ESL 440 Beginning 1-3 Multilevel Outcome Set

##### Outcome

###### Outcome 1

Students will demonstrate an understanding of written and spoken passages.

▼ **Measure:** ESL Beginning 3 Posttest  
Course level; Direct - Exam

**Description of Measurement Tool:** ESL Beginning 3 Posttest

**Criteria for Success: Individual & Collective Student Criterion:** Pass the ESL Beginning 3 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 3 Posttest**

**Summary of Findings:** 60 tested  
29 passed

48% 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 describe situations and communicate personal information in writing.

▼ **Measure:** ESL Beginning 3 Posttest - Writing Section  
Course level; Direct - Exam

**Description of Measurement Tool:** ESL Beginning 3 Posttest - Writing Section (questions 93-100)

**Criteria for Success: Individual & Collective Student Criterion:** Pass the ESL Beginning 3 Posttest - Writing Section (questions 93-100) with a minimum score of 5/8

**Cycle of Assessment:** Every spring

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

**Findings for ESL Beginning 3 Posttest - Writing Section**

**Summary of Findings:** 60 tested  
12 passed

58% 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 440 Beginning 1-3 Multilevel Outcome Set**

**Outcome**

**Outcome 1**

Students will demonstrate an understanding of written and spoken passages.

▼ **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 how to improve student learning at spring flex 2014 workshop

**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 describe situations and communicate personal information in writing.

▼ **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 how to improve student learning at spring flex 2014 workshop

**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 Reports**

**Action Statuses**

**ESL 440 Beginning 1-3 Multilevel Outcome Set**

**Outcome**

**Outcome 1**

Students will demonstrate an understanding of written and spoken passages.

▼ **Action:** Improve Student Success

**Details of Plan of Action:** Discuss how to improve student learning at spring flex 2014 workshop

**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 describe situations and communicate personal information in writing.

▼ **Action:** Improve Student Success

**Details of Plan of Action:** Discuss how to improve student learning at spring flex 2014 workshop

**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*

**Status Summary**

*No text specified*

**Summary of Next Steps**

*No text specified*