

Pasadena City College English as a Second Language 2013-2014 Assessment Report

Introduction

The Credit ESL program at Pasadena City College has a robust program, with 2012-13 enrollments of 4,135 enrollments 213 sections of 30 different ESL classes. (See appendix A) These classes were taught by 21 contract and approximately 20 adjunct faculty members.

The Credit ESL program consists of four interrelated types of classes in five proficiency levels designed to support the development of academic English skills for high beginning to advanced learners of English. These four course types include:

- 5 levels of **core classes** (integrated writing, grammar, and reading): ESL 420, 422, 122, 33A, and 33B
- 3 levels of **reading classes**: ESL 460, 432, and 132 (NB: the reading classes corresponding to ESL levels 4 and 5 are currently offered through the English division: ENGL 415 and 130. A new level 4 ESL reading class, ESL 171A/111, has been paired with a level 4 ESL core class and offered as a stand-alone class.)
- 5 levels of **listening and speaking classes**: ESL 456, 446, 176, 136, and 106
- **Support classes**: ESL 403 (lab class for students in ESL 122), ESL 459 (ESL learning through computers), ESL 246 and 146 (pronunciation), ESL 410A, 410B, and 133 (grammar), ESL 413 and 113 (vocabulary), ESL 472 and 172 (workplace English), ESL 40 (literature in a second language), ESL 110 (study skills), ESL 150 (composition support), and ESL 171 A/B/C (exploratory courses).

In addition to offering stand-alone classes in each of the four categories, ESL classes are offered in pairs or blocks to provide students the opportunity to develop proficiency in academic English in all skill areas simultaneously. In Fall 2013, 9 blocks of 3 or more ESL classes were offered, 4 of which were created for international F1 visa students, and 2 for students that had transitioned from the non-credit ESL program at the Community Education Center. In addition, 10 of the 14 sections of ESL 122 were paired with a support class (8 with ESL 403, and 2 with ESL 459). In Spring 2013, two sections each of ESL 33A and 33B were also paired with College 1 for new international F1 visa students. In the past, ESL classes have also been paired with classes in Geology and Biology, and a plan for pairing classes has been discussed with Business. Faculty have also developed specialized content to promote the learning of students in Art and Allied Health fields.¹

¹ NB: Changes in the PCC interpretation of Title V regulations prior to Fall 2014 led to the unlinking of most ESL paired and blocked classes. This change should be assessed in subsequent reports.

Student Learning Outcomes

The Student Learning Outcomes (SLOs) for ESL courses, which have been developed and re-developed over the last 10 years, reflect the goals of the various types of classes in the ESL program. SLOs for all of the core ESL classes focus on writing, consisting of content and organization, and language, including grammar and vocabulary (syntax and lexis). To facilitate faculty awareness and use of the SLOs, holistic rubrics for assessing writing were developed and are currently used by most faculty members. ESL faculty members teaching core courses also meet each semester to norm themselves using the holistic rubric and sample essays provided either by the faculty members themselves or by the program coordinator. (See Appendix E for the holistic rubrics for core ESL courses.) Normally, more than 90% of contract and adjunct ESL faculty participate in the norming sessions.

ESL Reading classes currently have five or six SLOs, developed collaboratively by faculty in the ESL department and English division. The ESL Reading SLOs, which are under review, identify key decoding and comprehension skills needed for English learners. ESL Reading faculty are working to rewrite the existing six SLOs, most of which have not been assessed, to three or four more measurable outcomes to promote assessment. The reading faculty have also developed rubrics to address one of the SLOs. (See Appendix F for rubrics for ESL reading classes.)

ESL speaking and listening classes each have three SLOs related to the comprehension and communication needs of students at each level. Faculty members teaching this type of course have developed rubrics that address at least one of the SLOs at each level. (See Appendix G for rubrics for ESL speaking and listening classes.) These rubrics are used by some of the faculty members to assess students' aural comprehension and oral production abilities. As faculty revise the Listening and Speaking SLOs, they are also creating more consistent rubrics to measure student learning.

Program-Level SLO Development and Assessment Activities

In addition to the norming sessions conducted each semester to support ESL faculty in understanding and using holistic rubrics and SLOs in their assessment of student writing, the ESL faculty have taken a number of other steps to promote consistency in assessment and enhance student learning. Following a model developed by Dr. Diana Savas, faculty members have created an easily usable three-part assessment of students' receptive and productive language ability. This approach has been used by many instructors in ESL 33A and 33B classes at the beginning, midpoint and ending of the semester. One reliable grammar exercise for assessing beginning-of-semester language level has also been developed to assess students in ESL 122. Consistent sets of assessment instruments for ESL 420 and 422 have yet to be developed and/or gain widespread use.

In the 2011-2012 academic year, a group of ESL SC members led by Dr. Karen Carlisi and Prof. Carol Curtis applied for and received a SASI grant to redesign the ESL curriculum, with the goal of integrating critical reading skills for students in the core ESL program. The team of five ESL faculty members developed a course with a content-based critical reading focus. An

experimental version of the course was approved by the Curriculum and Instruction Committee and taught paired with ESL 33A in Fall 2013 by Prof. Curtis. In Fall 2013-Spring 2014, Dr. Carlisi also led efforts to develop an accelerated stretch model combining ESL 33B and English 1A for multilingual (ESL) writers. A particular focus for the redesign effort is to design a progression of core ESL classes that are defined less by presentation of complex grammatical structures and more by development of contextualized academic reading and writing skills. In Spring 2014, Dr. Carlisi secured funding from the Title V grant to intensify these curriculum redesign efforts, and during the Spring 2014 semester, an expanded group of ESL faculty members participated in a (FIG) faculty inquiry group. The FIG evaluated other “acceleration” models being developed across the state and researched current Second Language Acquisition topics that impact ESL curriculum and teaching approaches. They also researched the effectiveness of the PCC ESL program and PCC placement instruments, trends in ESL enrollments, alternative models for delivering ESL curriculum, and more. The FIG curriculum redesign team met during Summer 2014 and participated in professional development events to prepare for ongoing curriculum/program redesign and professional development for colleagues during the 2014-15 academic year.

During the 2013-14 school year, the ESL faculty took steps to enhance the ongoing improvement of instruction and student learning. In Fall 2013 and Spring 2014, an average of 39% students in ESL classes were included in SLO assessments, comparable to participation rates in 2012-13, although assessment data from transfer-level ESL classes declined sharply to 19% of students enrolled in ESL 33B and 39% for ESL 33A. The ESL faculty followed the previously established SLO assessment cycle for core classes assessing SLO 2 (language) in the Fall, SLOs 1 (writing) and 3 (information competency) in the Spring. The participation of ESL faculty in providing assessment data give ESL faculty members a more accurate understanding of their own perception of student performance and achievement.

The activities undertaken by the ESL faculty as a whole, and the curriculum redesign team, in particular, represent the desire of the ESL faculty to continually improve the quality of student learning. We recognize that, while many ESL students are realizing their educational goals, the length of time it takes for some students to move through the ESL sequence is too long, and some students reaching the highest levels of the program lack the skills needed to thrive in other college-level work. Our emphasis on infusing critical reading skills throughout the program, exploring innovative approaches and delivery methods, and promoting faculty development in the implementation of the program’s SLOs represents our ongoing commitment to the success of each student in the ESL program.

Areas for Continued Growth in the Assessment and Development of SLOs

The ESL faculty have identified areas for growth in the development and implementation of SLOs in each of the constituent parts of the program. An overarching goal for all aspects of the ESL program is to establish and communicate clear procedures for capturing consistent and complete SLO assessment data. Additional areas for growth in assessing SLOs include:

1. Core ESL classes
 - a. Develop more detailed descriptors of adequate student linguistic performance for each level, with writing samples demonstrating these standards
 - b. Develop consistent procedures for assessing writing outcomes and consistent expectations for student performance
 - c. Develop consistent instruments for assessing language outcomes at levels 1-3 in the program.
 - d. Review and update Student Performance Outcomes (SPOs)
 - e. Develop assessments and rubrics for information competency and scaffold skills across courses
 - f. Continue development of and professional development related to Academic Literacy Units (ALUs)
2. ESL Reading Classes
 - a. Continue to streamline the current 6 SLOs into 3-4 SLOs that are easier for students to understand and for faculty to assess.
 - b. Improve data collection techniques
 - c. Develop common rubrics and samples of student performance, especially on summaries
3. ESL Speaking and Listening Classes
 - a. Continue to identify activities for faculty development to promote consistent assignments and assessments for speaking and listening classes, similar to the norming sessions for the core classes.
 - b. Increase use of the ESL Center for student practice and support outside of class
 - c. Collaborate with Speech colleagues to create a transfer-level Advanced ESL Listening-Speaking class parallel to Speech 1.
4. ESL Support Classes
 - a. Develop rubrics for each support class SLO.
 - b. Identify faculty leads to promote assessment and consistency in key support classes.
5. Other
 - a. Develop SLOs for ESL cohorts (blocks) and learning communities
 - b. Assess the effectiveness of ESL Center classes and activities in supporting ESL student success and retention
 - c. Assess effects of the elimination of most ESL blocks and pairs

Resource Needs

Based on our review of ESL SLO assessments, the ESL faculty have identified the following resource needs for the program:

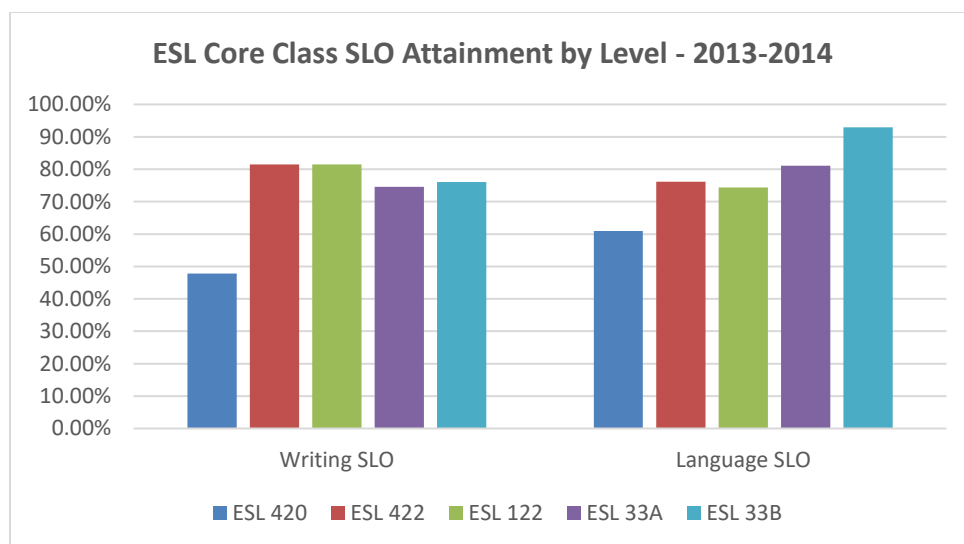
- Ongoing professional development, including funding for professional conference attendance, related to the program redesign efforts, writing instruction, and the development of Academic Literacy Units.
- Funding for additional support activities at the ESL Center (E.g., book clubs, film clubs, etc.).
- Reading Center tutors to coach students on reading skills at all levels
- Flex Day/retreat time and stipends for adjunct faculty for the development of common activities and rubrics in ESL Reading and Listening/Speaking classes.

Part 2: Individual Course SLO Assessments

Introduction:

Since 2008, ESL faculty have assessed at least one SLO in each class per semester. In the core ESL courses, the language SLO—currently SLO #2—has been assessed the most frequently as it has been identified as a key indicator of student success and readiness for advancing to higher level classes in the grammar-oriented ESL program. In core classes, sample language assessment materials have been provided to all faculty members. In addition, faculty members have discussed SLOs and rubrics during norming sessions sometime during weeks 7-9 each semester. Assessment of the SLO #1, the writing SLO, is based on in-class writing assignments given during the first week of class, the final week of class, and at least one other point during the semester. Currently, a shared writing task does not exist in any of the core classes. In the future, at least one type of task should be developed at each level to insure the reliability, validity, and usefulness of assessment data. In ESL speaking/listening, reading, and support classes, faculty members have engaged in similar activities, though with less rigor.

The data forming the basis for the following analyses were recorded in eLumen, in a Google Form, or manually on paper. Participation rates for core classes ranged from 19% to 66%. Overall rates of attaining a rating of an SLO assessment of “Acceptable” or better on SLO #2, language, averaged approximately 70% across all levels. Assessment scores “Acceptable” or higher on the Writing SLO averaged above 75% for all levels above ESL 420. It should be noted that relatively low numbers of assessments at the ESL 33B and 420 levels may have skewed student attainment results.



ESL Core Course SLO Assessments

ESL 33B: ESL Reading & Writing, Level 5

SLO #1: *Students will use accurate and varied sentence structure and vocabulary appropriate for an academic task to express original ideas in their own words.*

Assessment: Faculty utilized one or more early writing assignments, usually timed and always written in class, to establish a starting point. Student progress was then evaluated over the term with additional writings until the culmination of skills could be assessed from the required research paper or final in-class writing. Because the focus of ESL 33B is to produce a supported thesis through research, multiple media and scaffolding were used to guide students through the process. Writing assignments included practice incorporating worthy quotations, paraphrasing, and summarizing from a variety of sources. Faculty utilized a mix of print, audio, video, and web sources for students to practice synthesizing and citation skills. Assessment rubrics usually contained components for content, organization, and advanced writing skills.

Results & Analysis: Assessment data were collected for both Fall 2013 and Spring 2014 terms. Although the enrollment was approximately the same for both semesters, the number of responses for Spring 2014 was considerably higher. The percentage of students achieving "adequate" or above ratings was close and averaged just over 76%. Unfortunately, this is a drop from 2012-2013, but still well above the average for 2011-2012. The increase in assessment reporting is encouraging.

Recommendations for improvement: It is significant that the largest percentages and total numbers of students for Spring 2014 are in the adequate to master range for assessment of writing skills. Evaluation and revision of rubrics for measuring SLOs, along with constant monitoring of the various techniques being employed by faculty may be responsible. It is also noted, however, that extremes at both the lower and upper range increased for Spring 2014, which may bear watching as a possible widening of the gap between the preparedness of students who are entering Level 5.

SLO #2: *Students will use accurate and varied sentence structure and vocabulary appropriate for an academic task to express original ideas in their own words.*

Assessment: ESL 33B faculty used two types of assessment to measure students' ability to write grammatically accurate sentences. Most faculty administered a multiple-choice instrument and at least one writing-based exercise to assess students' grammar and academic vocabulary in terms of both receptive knowledge (recognition) and productive ability. In addition, all faculty members assessed students' language use in end of semester in-class compositions for syntactic and lexical variety and control. Data from compositions were assessed using a rubric developed by ESL faculty members.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #2 was 92.9% in Fall 2012, without data reported in Spring 2013. Lack of data seems to have resulted from a focus on SLO 1 in Spring 2014. The data from Fall 2013 show that most of the students remaining at the end of the semester achieve the target SLO. Faculty teaching this level, however, note that some underprepared students drop before the end of the semester and are not included in these numbers.

Recommendations for improvement: The data on ESL 33B student achievement are incomplete with a participation rate of only 21% in Fall 2013 and 0% in Spring 2014. In this transfer-level course an important area for improvement is the development of procedures for capturing consistent data on student performance.

A second area for improvement deals with the lack of specificity in the language descriptors for “varied sentence structure and vocabulary appropriate for an academic task.” The ESL faculty should identify examples of the linguistic features appropriate for student performance at this level. This may involve refining the rubric used by faculty to assess student writing. In addition, faculty need to collect examples of typical “academic tasks” that are being used (and/or should be used) to assess student performance at the ESL 33B level.

Third, the ESL Curriculum Redesign team has executed research about and provided professional learning opportunities in assisting students in developing a “rich” linguistic environment to promote their acquisition of academic English. Such an environment should include a variety of text types and reading activities, as well as integration of academic input in a variety of other media. In addition, to improve their grammatical accuracy, students need to be accountable for reading more and doing activities like keeping double-entry journals with copied parts from texts and original responses to develop their fluency and grammatical accuracy. A retreat is being planned for Spring 2015 to address some of these pedagogical practices.

SLO #3: Students will be able to locate, evaluate, and document appropriate information using the library and the Internet.

Assessment: Most ESL 33B faculty assign tasks requiring library and internet research. But rubrics and shared tasks for assessment have yet to be developed. In the limited cases where data was collected, instructors generally relied on student self-assessment and student performance on a writing task involving library and internet research.

Results & Analysis: The data show that in Fall 2012, 97.8% of the students scored “adequate” or above for SLO 3.

Recommendations for improvement: Given the importance of information competency for students at the ESL 33B level, common assessments and rubrics need to be implemented and faculty participation needs to be increased to insure that students are developing these competencies..

ESL 33A: ESL Reading & Writing, Level 4

SLO #1: Using process techniques, students will be able to write a multi-paragraph essay developing a single idea with logical organization and appropriate support.

Assessment: ESL 33A faculty members used various methods to assess SLO #1. Some faculty members used writing assignments (either in-class or out-of-class) given at different times in the semester. Other writing assignments included summaries, journals, and e-Portfolios. Measurement of student performance was typically based on rubrics involving content and organization but vary by instructor to instructor.

Results & Analysis: The percentage of students achieving “adequate” or better on SLO #1 was 75% in Fall 2013. The percentage of students achieving “adequate” or better assessments on SLO #1 was 74% in Spring 2014.

Recommendations for improvement: The measurement of student achievement on SLO #1 cannot be viewed globally since writing tasks vary substantially from class to class. It may be helpful to agree on a common time and measurement to collect consistent results, such as a collaboratively graded writing assignment with a standardized rubric. Reminding instructors of the 33A holistic rubric would be helpful in collecting reliable data. Holding students accountable to the writing outcomes of the course as expressed in SLO #1 is imperative to ensure that students do not pass if they are underprepared for the writing expectations at the next level.

SLO #2: Students will use correct grammar, appropriate vocabulary, and a variety of advanced sentence structures to communicate ideas effectively.

Assessment: ESL 33A faculty used two types of assessment to measure students' ability to write grammatically accurate sentences. Most faculty administered a multiple choice instrument to assess students' grammar in terms of both receptive knowledge (recognition) and production. In addition, all faculty members assessed students' language use in end-of-semester in-class compositions for syntactic and lexical variety and control. Data from compositions were assessed using a rubric developed by ESL faculty members.

Results & Analysis: The data show that in Fall 2012, 87.9% of the students scored “adequate” or above for SLO #2, and in Spring 2013 the percentage dropped to 62.4%. An average of 26.8% of students scored below passing (developing or inadequate), leaving 73.1% successfully achieving the SLO. The difference in scores from Fall 2012 to Spring 2013 may be the result of an increase in the number of students assessed, from 21% of students enrolled in ESL 33A in Fall 2012 to 49% in Spring 2013.

Recommendations for improvement: In the norming/assessment session, which included both full-time and adjunct ESL 33A faculty, it was determined that the biggest barriers to

student success are gaps from previous classes (being passed erroneously), lack of English immersion, and lack of skills for college-level work, especially in students' study habits. Suggested solutions for such issues included requiring students to take (and pass) a study-skills class, and making the passing requirements higher (e.g. 73% rather than 70%). It was also decided that instructors must hold the expectations for each level—not be reluctant to fail students (even if effort or determination are in place). Holding students accountable to the main writing component of the class (minimum 75% weighted writing grade, and perhaps higher—80-90%) should ensure that students do not pass if they are underprepared for the writing required at the next level. Communication with instructors of the level above (33B) helps confirm 33A instructors' concept of passing-level work.

SLO #3: Students will be able to locate, evaluate, and document appropriate information using the library and the Internet.

Assessment: Some ESL 33A faculty members assigned small projects or activities asking students to conduct library database and Internet research and/or support claims made in essays using credible sources. Instructors collected data for SLO #3 through students' ability to paraphrase and/or summarize sources using correct MLA documentation.

Results & Analysis: Data were not collected during the Fall 2013 semester. In Spring 2014, 77% of students scored "adequate" or above for SLO #3.

Recommendations for improvement: Given the importance of information competency for students at the ESL 33B level, the skills necessary for locating, evaluating, and documenting credible sources should be scaffolded throughout the curriculum for 33A.

ESL 122: ESL Grammar & Writing, Level 3

SLO #1: Using process techniques, students will be able to write a composition developing a single idea with good organization and appropriate support.

Assessment: ESL 122 instructors typically employ a timed in-class writing assignment given during the first week of class, during the final week, and at least 2 additional times during the semester to assess SLO #1. In addition to these timed in-class writings, students plan, outline and revise their work in and out of class. Other writing assignments including summaries and reading response journals may also be used for assessment purposes. Student performance is assessed using a common rubric developed by course level instructors. The rubric addresses both content and organization.

Results & Analysis: The percentage of students achieving "adequate" or better assessments on SLO #1 was 77.5% in Fall 2013 and 84.7% in Spring 2014. The results from fall are lower than last year's results, but the spring semester data show significant improvement.

Recommendations for improvement: Based on the recommendations from last year, the ESL Department has formed a team of faculty who are charged with leading curriculum redesign efforts. They have spent the last three semesters researching best practices among community college ESL instruction and have been providing professional learning workshops to all ESL faculty on topics related to developing student writing skills, common rubrics and effective assignments. These faculty have also designed sample Academic Literacy Units (ALUs) for each level of ESL presented during various workshops in fall 2014. One recommendation to improve consistency in expectations for student writing at this level is for increased faculty participation in these professional learning workshops and continued discussion about shared expectations for student writing at this level. With input from all instructors at this level, the Academic Literacy Units can be used as a resource for supporting level-appropriate process writing. In addition, these ALUs can assist new faculty, adjunct and full-time, in providing appropriate support for helping students achieve SLO #1.

SLO #2: *Students will use correct grammar, appropriate vocabulary, and a variety of sentence structures to communicate ideas effectively.*

Assessment: ESL 122 faculty used two types of assessment to measure students' ability to write grammatically accurate sentences. Some faculty administered a two-part instrument to assess students' grammar in terms of error correction (production), multiple choice (recognition), and lexical knowledge. In addition, all faculty members assessed students' language use in end of semester in-class compositions for syntactic and lexical variety and control. Data from compositions were assessed using a rubric developed by ESL faculty members.

Results & Analysis: The data show that in Fall 2013, 75.3% of the students scored "adequate" or above for SLO #2, and in Spring 2014 the percentage dropped to 73.5%. An average of 25.6% of students scored below passing (developing or inadequate), leaving 74.4% successfully achieving the SLO. These scores are similar to the scores reported in the previous year, yet are significantly lower than the scores for SLO #1. This is not surprising considering the complexity of the English grammar structure. Faculty teaching ESL 33A, the next level in the program, continue to note that some students entering that level lack the ability to apply the grammatical knowledge they should have acquired in ESL 122 in language production activities, especially writing.

Recommendations for improvement: One recommendation is to promote the use of different writing tasks and reading texts that support students' ability to practice the target grammar structures for this level. Research has shown that it is necessary for students to engage in use of grammar structures in authentic communicative tasks in order to truly acquire these structures. With this in mind, faculty will continue to work on developing and sharing these reading, writing and editing assignments through the creation of ALUs.

In addition, to improve their grammatical accuracy, as students continue to read more and reflect meaningfully not only on their comprehension and vocabulary, but also on their

reading and thinking processes, they will enhance their fluency and grammatical accuracy and achieve SLO #2 at higher levels.

ESL 422: ESL Grammar & Writing, Level 2

SLO #1: Using process techniques, students will be able to write a paragraph developing a single idea with a clear beginning, middle, and end.

Assessment: The assessments for this data were tools such as ePortfolios, short summaries, responses to critical thinking topics, and problem solving paragraphs. These assessments were given throughout the semester and at the end of the term. Assessments of student performance are typically based on rubrics involving content and organization (see attached).

SLO #2: *Students will use correct grammar, vocabulary, and sentence structure for this level to communicate basic information.*

Assessment: The assessments included cloze exercises, unscrambling word order types of questions, student response to questions, and written work. All faculty members assessed students' language use in end-of-the-semester in-class compositions for syntactic and lexical variety and control. Data from compositions were assessed using a rubric developed by ESL faculty members (see attached).

Results & Analysis: The results of the SLO1 assessments are valid because the assessments accurately measured the stated outcome. Writing samples were collected and assessed therefore, we were able to measure the level of progress that they students had made during the semester. The assessment tools were at the appropriate level.

The results of the SLO2 assessments are also valid because the assessment tools used focused on linguistic structures and adequately measure the stated outcome.

For SLO1, due to low participation on the part of the faculty, only 54 students out of about 200 students were assessed. Therefore this sampling is not very reliable. Of the sample that was taken, the results are satisfactory with 81.5% scoring adequate or above. With a target result rate of 75% or greater, student performance on SLO 1 meets expectations.

However, for SLO2, there was good participation amongst faculty with 122 students being assessed out of 200, giving us reliable data. 76.2% of students scored adequate or above with a target rate of 75% or greater. Therefore, student performance on SLO2 meets expectations.

The students did well on the assessments due to continual practice throughout the semester, which included revisions of original work. ePortfolios are the result of many drafts and would thereby be expected to be of superior quality. Those students who did not score adequate or above were most likely misplaced in the program sequence.

Recommendations for improvement: Assessment of student achievement on SLO1 is an approximate measure. Writing tasks can vary substantially from one instructor to another, and common rubrics currently exist only for generic timed in-class writings. Since writing features vary significantly, depending on task type, writing genre, and the use of source material, ESL 422 instructors need to identify particular tasks and develop specific rubrics for these tasks in order for a discussion of student attainment of SLOs to be more meaningful. An initial step will involve a review of Student Performance Outcomes for this level.

ESL 420: ESL Grammar & Writing, Level 1

SLO #1: Writing: *Using process techniques, students will be able to write a basic paragraph developing a single idea with a clear beginning, middle, and end.*

Assessment: In one class, students complete an end of term Portfolio demonstrating level of mastery, while in other classes students write timed in-class paragraphs at the beginning and end of the semester to demonstrate the level of mastery.

Results & Analysis: Of the 74 students during these two semesters, 33 (or 42.9% were assessed at the level of adequate, accomplished, or mastery of SLO #1.

Recommendations for Improvement: 1) Many students at Level 1 are new to Pasadena City College, and the expectations of college students could be emphasized at this level. 2) The Portfolio process could be started earlier in the semester to aid in the intrinsic value of the assignment.

SLO #2: Grammar: *Students will use correct grammar and vocabulary for this level.*

Assessment: Students complete an end of term Portfolio or timed in-class writing demonstrating level of mastery.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #2 declined from 76.9% in Fall 2012 to 66.7% in Spring 2013, for an average of 71.7%. The data for the two terms are uneven, suggesting significant variations among the ratings of different faculty members and the variability inherent in the types of students typically enrolling in ESL 420. In Fall 2013 and Spring 2014, the numbers declined again with an average of 52% of students achieving “adequate” or better.

Recommendations for Improvement: 1) Many students at Level 1 are new to Pasadena City College, and the expectations of college students could be emphasized at this level. 2) The Portfolio process could be started earlier in the semester to aid in the intrinsic value of the assignment.

ESL Reading Course SLO Assessments

ESL 132: ESL Reading, Level 3

SLO #1: *Define unfamiliar level-appropriate vocabulary using word forms, context clues, and an English/English dictionary.*

- *Not assessed*

SLO #2: *Predict the topic of a reading passage and find specific information using pre-reading skills such as previewing, skimming, and scanning.*

- *Not assessed*

SLO #3: *Identify main ideas, stated or implied, and supporting details in a level-appropriate reading passage.*

Assessment: A variety of activities were used to assess SLO 3: Double entry journals, fiction and nonfiction reading journals, summary and response, test and quiz items that address inference and comprehension. These activities take place throughout the semester.

Results & Analysis: The results show that all students (100%) met the outcome with 80% meeting the standards for Mastery and Accomplished.

The results of SLO 2 are valid because a variety of assessment activities were used. The range of activities combined with the frequency of administration support the validity of the results. .

Recommendations for improvement: 1) Develop common rubrics and samples of students' work for double entry journals, and summary and response. 2) Improve data collection.

SLO #4: *Show understanding of the literal and interpretive content of a level-appropriate reading passage.*

- *Not assessed*

SLO #6: *Produce a summary and a personal response to a reading passage.*

- *Not assessed*

ESL 432: ESL Reading, Level 2

SLO #1: *Define unfamiliar level-appropriate vocabulary using word forms, context clues, and an English/English dictionary.*

- *Not assessed*

SLO #2: *Predict the topic of a reading passage and find specific information using pre-reading skills such as previewing, skimming, and scanning.*

- *Not assessed*

SLO #3: *Students will identify main ideas and supporting details in a level-appropriate reading passage.*

Assessment: To assess SLO 3 in ESL 432, the following activities are used: answering questions in text books or on worksheets, completing outlines of textual material, summaries, journaling, online or in class discussion, tests and quizzes.

SLO #4: *Show understanding of the literal content of a level-appropriate reading passage.*

Assessment: To assess SLO 4 in ESL 432, the following activities are used: answering questions in textbooks or on worksheets, writing plot summaries, and creating timelines for fiction texts, participating in in-class and online discussions, and tests and quizzes.

Results & Analysis for SLO #3 and SLO #4: Results for both SLOs are based on a small sample size. Though both measure the comprehension of the literal as opposed to inferential ideas in a passage, the results differ substantially in that SLO 3 indicates just under sixty percent (58.4) met the standards for Mastery or Accomplished. However, when data for adequate is included, over ninety percent (91.7) percent achieved the outcome.

Recommendations for improvement for SLOs #3 and #4: 1) Eliminate SLO 4 as SLO 3 assesses understanding of literal content in that understanding of main idea and supporting ideas are, in fact, literal content. 2) Increase sample size through better collection of data. 3) Selecting and using a common reading passage and questions would yield more reliable data than our current practice of using a variety of texts and tests.

ESL 460: ESL Reading, Level 1

SLO #3: Identify main ideas and supporting details in a level-appropriate reading passage.

Assessment: Chapter tests and Final tests provided by the publishing company comprised the assessment activities for both SLOs.

Results & Analysis: The results show that all students met the outcome with 75% meeting the standards for Mastery and Accomplished.

The results of SLO 3 are valid because the assessment that the test accurately measure the outcome of identifying main and supporting ideas in a reading passage. Additionally, tests are regularly administered throughout the semester, enabling student progress to be monitored from start to finish of the semester. Use of publisher produced tests ensures that the items were at the appropriate level.

Recommendations for improvement: Selecting and using a common reading passage and questions would yield more reliable data than our current practice of using a variety of texts and tests.

ESL Speaking & Listening Course Assessments

ESL 106

SLO #1: *Identify and analyze organizational strategies and analyze the development of thought within longer academic lectures and discussions.*

Assessment: Two different types of assessment were used. (1) Listening to a lecture or a discussion, students filled in an outline with missing information. The completed outline was then assessed; (2) Students used notes they had taken during a lecture or discussion to answer questions about that lecture/discussion on a quiz. Both measurements revealed the students' ability to comprehend ideas presented in the listening materials as well as the way those ideas were related to one another.

Results & Analysis: The percentage of students achieving "adequate" or better assessments on SLO #1 ranged from 41.7% in Fall 2013 to 75% in Spring 2014, for an average of 60.7%. This significant fluctuation may reflect the fact that the course does not have a prerequisite, and the enrolled students have different levels of prior achievement in English. In some semesters more students are adequately prepared to handle the material used in the course; in other semesters, fewer students can cope with the demands of this advanced level class.

Recommendations for Improvement: The recommendations are the same as last year: (1) Increase the number of activities that students complete each semester so that they get more practice. With additional practice, more students should reach higher levels of achievement. (2) Provide students with pre-listening scaffolding activities, e.g. discuss the concepts that students will hear in the lectures/discussions or give them a chance to hear/view and check difficult vocabulary they will hear in those listening tasks. (3) Encourage/Require students to listen to recordings of formal presentations, reports, and discussions outside the class, e.g., TED talks, public radio programs, news analysis TV programs, etc.

Additionally, the ESL faculty should discuss the possibility of creating a prerequisite for ESL 106 to ensure greater consistency in student preparation for the course.

SLO #2: *Take effective notes during academic lectures and discussions.*

Assessment: One assessment activity was used. (1) Listening to a lecture or a discussion, students took notes from scratch. The notes were then assessed for completeness and accuracy as well as the clarity of visual organization.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #2 ranged from 91.7% in Fall 2013 to 90% in Spring 2014, for an average of 91.2%.

Recommendations for Improvement: (1) Increase the number of activities that students complete each semester so that they get more practice. With additional practice, more students should reach higher levels of achievement. (2) Provide students with pre-listening scaffolding activities, e.g. discuss the concepts that students will hear in the lectures/discussions or give them a chance to hear/view and check difficult vocabulary they will hear in those listening tasks.

SLO #3: *Demonstrate successful use of appropriate research, preparation, and delivery strategies in oral presentations and discussions on academic topics.*

Assessment: One assessment activity was used. (1) Students gave group and individual presentations at least twice a semester. They were scored on the content of their presentations, organization, language accuracy, and delivery strategies such as eye contact and, optionally, the use of visual aids.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #3 ranged from 63.6% in Fall 2013 to 90% in Spring 2014, for an average of 76.2%. In Spring 2013, the percentage of students achieving “adequate” or better assessments on SLO #3 was 100%.

Recommendations for Improvement: As was noted in last year’s report, students usually do better on prepared oral tasks, where they are in control of their performance, than on listening and note taking tasks (SLO 1 & 2), where they have relatively little control over many variables. This year’s results support this observation. Students again did better on SLO #3 than on SLO’s 1 and 2. The variation between 100%, 63.6%, and 90% over the course of three semesters may very well be the result of different levels of student preparedness. Establishing a prerequisite for the course might lead to a greater consistency of levels of achievement.

ESL 136

ESL 176

SLO #1: *Demonstrate understanding of spoken English in intermediate-level conversations dealing with academic and everyday situations and in simplified academic lectures and reports.*

Assessment: Two different instruments were used. (1) Students listened to several conversations and answered multiple choice questions about those conversations; (2)

Students took notes as they listened to lectures and used their notes later in the semester to complete the final exam.

Results & Analysis: In Fall 2013 55% of the students assessed achieved a rating of “acceptable” or better. In Spring 2014, the number shot up to 91.9%. The low level of achievement in Fall 2013 is probably an aberration since the results for Fall 2012 and Spring 2013 were 78.9% and 71.4%, respectively.

Recommendations for Improvement: One of last year’s recommendations was for instructors to create a list of community resources for students at this level to develop oral proficiency beyond the classroom setting. Several new resources are now available to ESL students through the ESL Center. They include conversation groups, pronunciation workshops, a book club, a film club, and grammar workshops. The students in the assessed classes were encouraged to participate in those activities, but their participation was voluntary. Only a small number of students reported taking advantage of those opportunities. The ESL faculty should discuss the feasibility of making such participation mandatory rather than voluntary, and they should determine the amount of time spent in such activities that would lead to better performance in the classroom.

SLO #2: *Perform intermediate speech acts and use higher level conversation management skills for academic and everyday non-academic communication.*

Assessment: Two assessment tools were used. (1) Students performed in-class role-plays demonstrating appropriate language functions and speech acts. Student performances were rated using a standardized rubric. (2) Students worked in pairs at home to create and record role-plays based on given scenarios. The recordings were assessed using a standardized rubric.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #2 was 97.9% in Fall 2013. In Spring 2014, the percentage dropped slightly to 94.6%, for an average of 96.5%.

Recommendations for Improvement: Last year’s recommendations were as follows: (1) Performing impromptu speech acts is challenging for most students. Increasing the number of non-graded practice activities should help them feel more confident and achieve better results. (2) Increasing the number of non-graded practice activities where students record their conversations should boost the language accuracy levels as students usually create written scripts of their conversations, which they then read out loud. That gives them extra time to choose appropriate vocabulary and grammar as well as to improve their pronunciation.

The recommendations were implemented by increasing the number of practice assignments by 1-2 per thematic unit. This seems to have resulted in better scores. In Spring 2013, the percentage of students achieving “adequate” or better assessments on SLO #2 was only 68.3%. It remains to be seen if implementing the recommendations caused the

increase in the achievement rate, or if other variables were at play. The recommendations will stay in place and the success rates will be monitored.

SLO #3: *Use comprehensible pronunciation and appropriate intermediate-level spoken language in short presentations dealing with academic and everyday topics.*

Assessment: Students gave short presentations on topics dealing with daily life.

Results & Analysis: In Fall 2013 92.3% of the students assessed achieved a rating of “acceptable” or better. In Spring 2014, the number declined slightly to 89.2%. Of the 76 students participating in these activities from Fall 2013 to Spring 2014, 90.8% of the students were able to perform at least adequately.

Recommendations for Improvement: The level of achievement is quite impressive, and it includes 39.5% of students reaching the level of mastery. In recent years, most sections of ESL 176 were in blocked classes, including ESL 122 and ESL 132, and students received additional support and practice on a wide variety of academic content and language. This grouping of classes is no longer the case, so it remains to be seen if the levels of achievement will be maintained as the course is offered in stand-alone sections.

ESL 446

SLO #1: *Demonstrate understanding of spoken English in low intermediate-level conversations dealing with academic and everyday situations and in simplified academic lectures and reports.*

Assessment: Students listened to a variety of conversations, directions, narratives, and descriptions and completed exercises in their textbooks or on tests/quizzes to check their understanding of spoken English.

Results & Analysis: Of the 19 students who participated in those activities in Spring 2014, 100% scored at least adequate. There is no data available for Fall 2013.

Recommendations for Improvement: Although all of the students performed at an acceptable level on the assessment in that one semester, the following are still recommended: (1) Increase the number of activities that students complete each semester so that they get more practice. With additional practice, more students should achieve higher levels of achievement; (2) Improve counseling and advising so that students are ready for this course. Many students who have not had any prior formal instruction in English are not quite prepared for the academic rigor a credit class imposes on them.

SLO #2: *Perform low-intermediate speech acts and use basic conversation management skills for academic and everyday non-academic communication.*

Assessment: This SLO was not assessed in the current reporting period.

Results & Analysis: This SLO was not assessed in the current reporting period.

Recommendations for Improvement: This SLO was not assessed in the current reporting period.

SLO #3: *Use comprehensible pronunciation and appropriate low-intermediate-level spoken language in short presentations dealing with academic and everyday topics.*

Assessment: Students gave short reports on a topic dealing with daily school life.

Results & Analysis: Of the 17 students who participated in those activities in Fall 2013, 88.2% scored at least adequate. There is no data available for Spring 2014.

Recommendations for Improvement: Although most of the students performed at an acceptable level on the assessment, the following are recommended: (1) Increase the number of activities that students complete each semester so that they get more practice. With additional practice, more students should achieve higher levels of achievement; (2) Improve counseling and advising so that students are ready for this course. Many students who have not had any prior formal instruction in English are not quite prepared for the academic rigor a credit class imposes on them.

ESL 456

SLO #1: *Demonstrate aural understanding of short conversations, directions, narratives, and descriptions dealing with basic daily topics and/or elementary American cultural traditions and norms.*

Assessment: Students listened to a variety of conversations, directions, narratives, and descriptions and completed exercises in their textbooks or on tests/quizzes to check their understanding of spoken English.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #1 ranged from 90.9% in Fall 2013 to 95.7% in Spring 2014, for an average of 92.5%.

Recommendations for Improvement: Last year’s recommendation #1 was to increase the number of activities that students complete each semester so that they get more practice. With additional practice, more students should achieve the highest levels of achievement. The recommendation was implemented by adding 1-2 practice activities to each unit of instruction. This seems to have kept but not significantly increased the high level of achievement, which in the previous reporting period was at 94.7%. The second recommendation was to improve counseling and advising so that students are ready for this course. Even though this is the lowest level of Listening/Speaking classes in the credit ESL department, many students who come over from non-credit programs or who have not had any prior formal instruction in English are not quite prepared for the academic rigor a credit class, even at this low level, imposes on them. There are still occasional problems with

students being misplaced in classes that are either too high or too low for them. The ESL faculty need to continue the dialog with counseling services to ensure students register for classes that are most beneficial to them.

SLO #2: *Use elementary vocabulary and intelligible pronunciation to produce spoken requests, basic courtesies, dialogues, narratives, and descriptions dealing with daily topics and/or elementary American cultural traditions and norms.*

Assessment: Two types of assessment were used. (1) Students performed in-class role-plays demonstrating the appropriate language functions and speech acts. (2) Students were presented with prompts that required them to produce short narratives and descriptions.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #2 ranged from 56.5% in Fall 2013 to 60.0% in Spring 2014, for an average of 58.1%. This is a significant drop from 80.9% achievement in Spring 2013. Data needs to be monitored over the next few semesters to see if the drop is an aberration or the result of uneven skill levels from semester to semester or something else.

Recommendations for Improvement: (1) Increase the number of activities that students complete each semester so that they get more practice. With additional practice, more students should achieve the highest levels of achievement; (2) Improve counseling and advising so that students are ready for this course. Even though this is the lowest level of Listening/Speaking classes in the credit ESL department, many students who come over from non-credit programs or who have not had any prior formal instruction in English are not quite prepared for the academic rigor a credit class, even at this low level, imposes on them.

SLO #3: *Orally formulate short but complete statements and questions in simple and progressive tenses, using correct word order.*

Assessment: Students gave short oral responses to situations presented in class. The responses required the use of targeted grammatical structures.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #3 ranged from 87.0% in Fall 2013 to 85.0% in Spring 2014, for an average of 86.0%.

Recommendations for Improvement: Last year’s recommendation was to increase the number of activities that students complete each semester so that they get more practice. With additional practice, more students should achieve the highest levels of achievement. The assessed students got extra practice as homework assignments. They had time to focus on the targeted grammatical structures, which most likely resulted in better preparation for in-class assessment tasks. No new recommendations are proposed at this time.

ESL Support Course SLO Assessments

7.1 ESL 133

7.2 ESL 146

SLO #1: *Recognize suprasegmental features – phrasing, linking, stress in words and sentences, rhythm, intonation patterns, as well as reduced and blended forms – in informal conversations and sentences containing intermediate to advanced vocabulary.*

Assessment: Students listened to recordings of informal conversations in informal standard American pronunciation, and identified specific suprasegmental features.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #1 ranged from 87.0% in Fall 2013 to 90.0% in Spring 2014, for an average of 88.4%.

Recommendations for Improvement: The achievement level is quite high for the reporting period. To bring it even higher, students could use individual coaching done either by ESL instructors during office hours or by tutors in the ESL Center. Even though every semester students are encouraged to take advantage of the additional resources available to them, a relatively small number of students actually do that. The ESL faculty should discuss the feasibility of making office or ESL center visits mandatory rather than voluntary for struggling students.

SLO #2: *Produce correct suprasegmental features – phrasing, linking, accurate stress in words and sentences, appropriate intonation patterns and rhythm, as well as reduced and blended forms – in informal conversations and sentences containing intermediate to advanced vocabulary.*

Assessment: Students read out loud and recorded short dialogs, passages, and sentences that target specific suprasegmental features of American pronunciation.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #2 ranged from 73.9% in Fall 2013 to 90% in Spring 2014, for an average of 81.4%.

Recommendations for Improvement: The achievement level on this SLO is a little lower than on SLO #1. It is quite common for students to do better on receptive skills than on productive ones at this level. Achieving advanced fluent English pronunciation requires focused, intensive practice. Every semester students are encouraged to use individual coaching done either by ESL instructors during office hours or by tutors in the ESL Center in addition to class participation. A relatively small number of students take advantage of those opportunities.

SLO #3: *Use phonetic symbols and phonetic transcription effectively as a tool in learning pronunciation.*

Assessment: Students used phonetic transcription in their dictionaries and in instructional/testing materials to complete pronunciation tasks.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #3 ranged from 80.7% in Fall 2013 to 70.0% in Spring 2014, for an average of 79.1%. This result represents a significant gain over the previous reporting period, where only 24.4% of students scored “acceptable” or better. The huge difference could be the result of uneven levels of skill that students bring to this class or it could be the effect of implementing last year’s recommendation, or both.

Recommendations for Improvement: Last year’s recommendation was for instructors to provide additional practice using IPA early in the semester. The recommendation was carried out. The students in this reporting period received clear explanations of phonetic transcription at the beginning of the semester. Numerous examples and practice activities were provided before students were later assessed.

7.3 ESL 246

SLO #1: *Recognize and discriminate between American-English speech sounds and basic stress and intonation patterns in short to medium-length sentences containing elementary vocabulary.*

Assessment: Students were presented with sentences containing one word of a minimal pair, and they selected the word that they heard. Students listened to sentences and identified stress and intonation patterns.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #1 ranged from 75.0% in Fall 2013 to 82.5% in Spring 2014, for an average of 78.3%.

Recommendations for Improvement: Last year’s recommendation is repeated here: to increase levels of achievement, students are strongly encouraged to use individual coaching done either by ESL instructors during office hours or by tutors in the ESL Center.

SLO #2: *Produce correct American-English speech sounds and basic stress and intonation patterns in short to medium-length sentences containing elementary vocabulary.*

Assessment: Students read out loud and recorded short dialogs, passages, and sentences that target specific speech sounds and/or stress and intonation features of American pronunciation.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #2 ranged from 86.4% in Fall 2013 to 87.2% in Spring 2014, for an average of 86.7%.

Recommendations for Improvement: The achievement level is quite high for the reporting period. To bring it higher, students could use individual coaching done either by ESL instructors during office hours or by tutors in the ESL Center.

SLO #3: *Use phonetic symbols and phonetic transcription effectively as a tool in learning pronunciation.*

Assessment: Students used phonetic transcription in their dictionaries and in instructional/testing materials to complete pronunciation tasks.

Results & Analysis: The percentage of students achieving “adequate” or better assessments on SLO #3 ranged from 94.2% in Fall 2013 to 100% in Spring 2014, for an average of 96.3%. In the last reporting period, 73% of students scored “acceptable” or better. The difference could be the result of uneven levels of skill that students bring to this class or it could be the effect of implementing last year’s recommendation, or both.

Recommendations for Improvement: Last year’s recommendation was for instructors to provide additional practice using IPA early in the semester. The recommendation was carried out. The students in this reporting period received clear explanations of phonetic transcription at the beginning of the semester. Numerous examples and practice activities were provided before students were later assessed.

7.4 *ESL 403*

7.5 *ESL 410B*

Appendix A: PCC ESL Enrollments and FTES for Fall 2013 and Spring 2014

| | F13 Enroll | FTES | % Total FTES | S14 Enroll | FTES | % Total FTES | Tot. Enroll. | TOTAL FTES | Total % FTES |
|------------------|-------------|---------------|--------------|-------------|---------------|--------------|--------------|---------------|--------------|
| ESL 33B | 324 | 55.5 | 18% | 317 | 54.3 | 20% | 641 | 109.89 | 19% |
| ESL 33A | 416 | 71.3 | 24% | 340 | 58.3 | 22% | 756 | 129.60 | 23% |
| ESL 122 | 290 | 49.7 | 16% | 286 | 49.0 | 18% | 576 | 98.74 | 17% |
| ESL 422 | 198 | 33.9 | 11% | 140 | 24.0 | 9% | 338 | 57.94 | 10% |
| ESL 420 | 94 | 16.1 | 5% | 75 | 12.9 | 5% | 169 | 28.97 | 5% |
| Subtotals | 1322 | 226.63 | 75% | 1158 | 198.51 | 75% | 2480 | 425.14 | 75% |
| ESL 171a | 20 | 2.06 | 1% | 16 | 1.65 | 1% | 36 | 3.70 | 1% |
| ESL 132 | 115 | 11.83 | 4% | 81 | 8.33 | 3% | 196 | 20.16 | 4% |
| ESL 432 | 77 | 7.92 | 3% | 62 | 6.38 | 2% | 139 | 14.30 | 3% |
| ESL 460 | 20 | 2.06 | 1% | 56 | 5.76 | 2% | 76 | 7.82 | 1% |
| Subtotals | 212 | 21.81 | 7% | 199 | 20.47 | 8% | 411 | 42.27 | 7% |
| ESL 106 | 24 | 3.29 | 1% | 16 | 2.19 | 1% | 40 | 5.49 | 1% |
| ESL 136 | 39 | 4.01 | 1% | 37 | 3.81 | 1% | 76 | 7.82 | 1% |
| ESL 176 | 90 | 9.26 | 3% | 72 | 7.41 | 3% | 162 | 16.66 | 3% |
| ESL 446 | 56 | 5.76 | 2% | 39 | 4.01 | 2% | 95 | 9.77 | 2% |
| ESL 456 | 43 | 8.85 | 3% | 48 | 9.87 | 4% | 91 | 18.72 | 3% |
| Subtotals | 252 | 31.17 | 10% | 212 | 27.29 | 10% | 464 | 58.46 | 10% |
| ESL 146 | 23 | 2.37 | 1% | 20 | 2.06 | 1% | 43 | 4.42 | 1% |
| ESL 246 | 69 | 7.10 | 2% | 55 | 5.66 | 2% | 124 | 12.75 | 2% |
| ESL 403 | 171 | 5.86 | 2% | 106 | 3.63 | 1% | 277 | 9.50 | 2% |
| ESL 113 | 23 | 1.58 | 1% | 21 | 1.44 | 1% | 44 | 3.02 | 1% |
| ESL 133 | 0 | 0.00 | 0% | | 0.00 | 0% | 0 | 0.00 | 0% |
| ESL 410A | 31 | 1.06 | 0% | 15 | 0.51 | 0% | 46 | 1.58 | 0% |
| ESL 410B | 78 | 2.67 | 1% | 129 | 4.42 | 2% | 207 | 7.10 | 1% |
| ESL 472 | 24 | 2.47 | 1% | 15 | 1.54 | 1% | 39 | 4.01 | 1% |
| Subtotals | 419 | 23.11 | 8% | 361 | 19.27 | 7% | 780 | 42.38 | 7% |
| TOTALS | 2205 | 302.71 | | 1930 | 265.54 | | 4135 | 568.25 | |

Appendix B: Student Success Rates in ESL Core Classes: 2008-2013

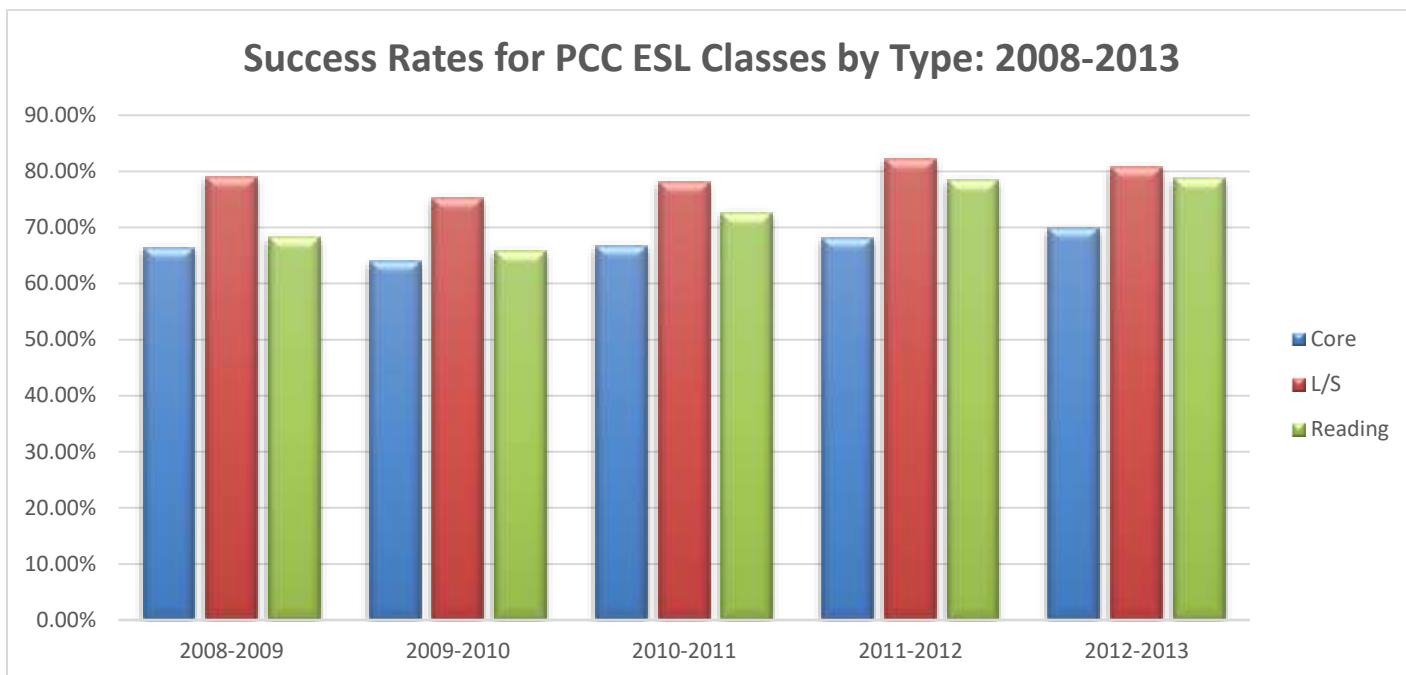
Data Summary: In spite of a relatively high retention rate in PCC ESL classes of around 90%, approximately one-third of ESL students are unsuccessful in Core ESL classes, with average success rates ranging from 57.6% in ESL 420 to 70.7% in ESL 422. Success rates remained relatively flat over the five years reported. Success rates in core ESL classes contrast with those in ESL Listening and Speaking classes, which were on average about 10% higher. Success rates for ESL reading classes averaged a few percentage points higher than those of core classes and showed an upward trend, increasing from an average of 68.2% in 2008-2009 to 78.7% in 2012-2013.

| <i>Course</i> | <i>Data</i> | <i>2008 - 2009</i> | <i>2009 - 2010</i> | <i>2010 - 2011</i> | <i>2011 - 2012</i> | <i>2012 - 2013</i> | <i>Grand Total</i> |
|---------------|----------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| ESL122 | Success | 63.1% | 62.6% | 68.9% | 71.2% | 70.0% | 67.0% |
| | Retention | 92.0% | 88.6% | 94.8% | 94.3% | 93.9% | 92.6% |
| | Enrollment | 965 | 954 | 915 | 899 | 838 | 4571 |
| ESL33A | Success | 64.6% | 63.7% | 61.2% | 66.8% | 69.0% | 64.9% |
| | Retention | 89.5% | 87.7% | 88.9% | 91.8% | 92.2% | 89.9% |
| | Enrollment | 1127 | 1084 | 1013 | 973 | 918 | 5115 |
| ESL33B | Success | 71.6% | 66.9% | 71.6% | 65.3% | 72.1% | 69.4% |
| | Retention | 88.2% | 89.3% | 90.4% | 87.7% | 89.5% | 89.0% |
| | Enrollment | 1056 | 999 | 805 | 827 | 771 | 4458 |
| ESL422 | Success | 70.0% | 65.2% | 70.7% | 74.4% | 73.6% | 70.7% |
| | Retention | 92.1% | 88.5% | 93.1% | 93.3% | 92.0% | 91.8% |
| | Enrollment | 517 | 494 | 481 | 523 | 439 | 2454 |
| ESL420 | Success | 57.1% | 56.0% | 59.4% | 59.3% | 56.0% | 57.6% |
| | Retention | 89.5% | 90.1% | 89.4% | 90.9% | 90.5% | 90.0% |
| | Enrollment | 294 | 284 | 283 | 263 | 200 | 1324 |

| | 2008 - 2009 | 2009 - 2010 | 2010 - 2011 | 2011 - 2012 | 2012 - 2013 | Grand Total |
|------------------------|----------------|----------------|----------------|----------------|----------------|-------------|
| ESL Core Class Success | 66.3% | 63.9% | 66.7% | 68.1% | 69.8% | 66.8% |
| ESL Core Retention | 90.1% | 88.6% | 91.4% | 91.6% | 91.9% | 90.6% |
| ESL Core Enrollment | 3959 | 3815 | 3497 | 3485 | 3166 | 17922 |

| | 2008 - 2009 | 2009 - 2010 | 2010 - 2011 | 2011 - 2012 | 2012 - 2013 | Grand Total |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|-------------|
| ESL Listening & Speaking Success | 79.0% | 75.2% | 78.0% | 82.1% | 80.8% | 78.9% |
| ESL L/S Retention | 89.3% | 86.0% | 89.0% | 92.3% | 90.5% | 89.4% |
| ESL L/S Enrollment | 966 | 1003 | 902 | 917 | 852 | 4640 |

| | 2008 - 2009 | 2009 - 2010 | 2010 - 2011 | 2011 - 2012 | 2012 - 2013 | Grand Total |
|------------------------|----------------|----------------|----------------|----------------|----------------|-------------|
| ESL Reading Success | 68.2% | 65.8% | 72.6% | 78.4% | 78.7% | 72.5% |
| ESL Reading Retention | 86.8% | 85.8% | 92.9% | 94.2% | 94.5% | 90.7% |
| ESL Reading Enrollment | 680 | 635 | 621 | 582 | 587 | 3105 |



Source: PCC IPRO SREF_-_Languageuages.xlsx (27 Oct. 2013).

Appendix C: Course Descriptions and Student Learning Outcomes

ESL Core Sequence

ESL 33B - ESL READING AND WRITING - LEVEL 5

Catalog Description

Readings in college-level texts including fiction and non-fiction; methods of essay and annotated paper development. Designed to prepare students for success in English composition classes.

Recommended enrollment in Engl 130. **No credit** if taken after Engl 001A, 001B, 001C, 100. **Cannot be taken concurrently** with ESL 033A, 122, 422, 420, Engl 001A, 001B, 001C, 100, 400. Total of 90 hours lecture. *Transfer Credit: CSU; UC credit limitations. See counselor.*

- **SLO #1: Writing**: Using process techniques, students will be able to synthesize and evaluate ideas from a variety of sources to produce a well-developed written text.
- **SLO #2: Language**: Students will use accurate and varied sentence structure and vocabulary appropriate for an academic task to express original ideas in their own words..
- **SLO #3: Information Competency**: Students will be able to locate, evaluate, and document appropriate information using the library and the Internet.

ESL 33A - ESL READING AND WRITING - LEVEL 4

Catalog Description

Reading and composition to prepare students for college classes. Practice in advanced sentence structure; methods of paragraph and essay development; reading of college-level material. **Recommended** enrollment in Engl 415. **No credit** if taken after ESL 033B, Engl 001A, 001B, 001C or 100. **Cannot be taken concurrently** with ESL 33B, 122, 422, 420, Engl 001A, 001B, 001C, 100, 400. Total of 90 hours lecture. *Transfer Credit: CSU; UC credit limitations. See counselor.*

- **SLO #1: Writing**: Using process techniques, students will be able to write a multi-paragraph essay developing a single idea with logical organization and appropriate support.
- **SLO #2: Language**: Students will use correct grammar, appropriate vocabulary, and a variety of advanced sentence structures to communicate ideas effectively.
- **SLO #3: Information Competency**: Students will be able to locate appropriate information using library and Internet resources.

ESL 122 - GRAMMAR AND WRITING - LEVEL 3

Catalog Description

Development of grammar and writing skills for academic purposes. Reading of low-intermediate fiction and non-fiction; written practice in sentence patterns and compositions. **Recommended** concurrent enrollment in ESL 432. **No credit** if taken after ESL 033A, 033B, Engl 001A, 001B, 001C, or 100. **Cannot enroll concurrently** in ESL 033A, 033B, 420, 422, Engl 001A, 001B, 001C, 100 or 400. Total of 90 hours lecture.

- **SLO #1: Writing**: Using process techniques, students will be able to write a composition developing a single idea with good organization and appropriate support.
- **SLO #2: Language**: Students will use correct grammar, appropriate vocabulary, and a variety of sentence structures to communicate ideas effectively.

ESL 422 - GRAMMAR AND WRITING - LEVEL 2

Catalog Description

Development of reading and writing skills for academic purposes. Readings in short essays and fiction; written practice in sentence patterns, paragraphs. **Recommended** enrollment in ESL 432. **No credit** if taken after ESL 033A, 033B, 122, Engl 001A, 001B, 001C, or 100. **Cannot enroll concurrently** in ESL 033A, 033B, 122, 420, Engl 001A, 001B, 001C, 100, or 400. Total of 90 hours lecture.

- **SLO #1: Writing**: Using process techniques, students will be able to write a paragraph developing a single idea with a clear beginning, middle, and end.
- **SLO #2: Language**: Students will use correct grammar, vocabulary, and sentence structure for this level to communicate basic information.

ESL 420 - GRAMMAR AND WRITING - LEVEL 1

Catalog Description

Intensive practice in basic English sentence structure for students who wish to prepare for college-level work. Introduction to spelling, punctuation, vocabulary development and English writing conventions. **Recommended** enrollment in ESL 460 and ESL 456. **No credit** if taken after ESL 033A, 033B, 122, 422, Engl 001A, 001B, 001C, 100 or 400. **Cannot enroll concurrently** in ESL 033A, 033B, 122, 422, Engl 001A, 001B, 001C, 100, or 400. Total of 90 hours lecture and 18 hours laboratory. *Some scheduled hours in this course may be replaced by TBA hours arranged independently with the course instructor.*

- **SLO #1: Writing**: Using process techniques, students will be able to write a basic paragraph developing a single idea with a clear beginning, middle, and end.
- **SLO #2: Language**: Students will use correct grammar and vocabulary for this level.

ESL Reading Sequence

ESL 132 - READING - LEVEL 3

Catalog Description

Development of word attack skills, vocabulary, study skills, and intermediate reading techniques. **Recommended** enrollment in ESL 122. **No credit** if taken after Engl 415, 130, 014. Cannot be taken concurrently with ESL 460, ESL 432, Engl 415, 130, 014. Total of 54 hours lecture and 18 hours laboratory. *Some scheduled hours in this course may be replaced by TBA hours arranged independently with the course instructor*

- **ESL 132 SLO #1:** Define unfamiliar level-appropriate vocabulary using word forms, context clues, and an English/English.
- **ESL 132 SLO #2:** Predict the topic of a reading passage and find specific information using pre-reading skills such as previewing, skimming, and scanning.
- **ESL 132 SLO #3:** Identify main ideas, stated or implied, and supporting details in a level-appropriate reading passage.
- **ESL 132 SLO #4:** Show understanding of the literal and interpretive content of a level-appropriate reading passage.
- **ESL 132 SLO #5:** Recognize common patterns of organization of written material, including the use of thesis statements, topic sentences, and transition signals.
- **ESL 132 SLO #6:** Produce a summary and a personal response to a reading passage.

ESL 432 - ESL READING - LEVEL 2

Catalog Description

Development of word attack skills, vocabulary, study skills, and basic reading techniques. **Recommended** enrollment in ESL 422 or 122. **No credit** if taken after Engl 415, 130, or 014. **Cannot be taken concurrently** with ESL 460, Engl 415, 130 or 014. Total of 54 hours lecture and 18 hours laboratory. *Some scheduled hours in this course may be replaced by TBA hours arranged independently with the course instructor.*

- **ESL 432 SLO #1:** Define unfamiliar level-appropriate vocabulary using word forms, context clues, and an English/English dictionary.
- **ESL 432 SLO #2:** Predict the topic of a reading passage and find specific information using pre-reading skills such as previewing, skimming, and scanning.
- **ESL 432 SLO #3:** Identify main ideas and supporting details in a level-appropriate reading passage.
- **ESL 432 SLO #4:** Demonstrate understanding of the literal content of a level-appropriate reading passage.
- **ESL 432 SLO #5:** Produce a personal response to a reading passage.

ESL 460 - ESL READING - LEVEL 1

Catalog Description

Introduction to vocabulary building, word attack skills, and basic reading techniques. **Recommended** enrollment in ESL 420 and 456. **No credit** if taken after ESL 432, Engl 415, 130 or 014. **Cannot be taken concurrently** with ESL 432, Engl 415, 130 or 014. Total of 54 hours lecture and 18 hours laboratory. *Some scheduled hours in this course may be replaced by TBA hours arranged independently with the course instructor.*

- **ESL 460 SLO #1:** Define unfamiliar level-appropriate vocabulary using word forms, context clues, and an English/English dictionary.
- **ESL 460 SLO #2:** Predict the topic of a reading passage and find specific information using pre-reading skills such as previewing, skimming, and scanning.

- **ESL 460 SLO #3:** Identify main ideas and supporting details in a level-appropriate reading passage.
- **ESL 460 SLO #4:** Demonstrate understanding of the literal content of a reading passage.
- **ESL 460 SLO #5:** Produce a personal response to a reading passage.

ESL Listening & Speaking Sequence

ESL 106 - SPEAKING AND LISTENING FOR ACADEMIC SUCCESS

Catalog Description

Development of advanced speaking and listening skills for achieving academic goals. Task activities include group discussion, individual presentations, evaluation of lectures and media broadcasts. Attention will be given to building college-level skills. Total of 72 hours lecture.

- **ESL 106 SLO #1:** Identify and analyze organizational strategies and analyze the development of thought within longer academic lectures and discussions.
- **ESL 106 SLO #2:** Take effective notes during academic lectures and discussions.
- **ESL 106 SLO #3:** Demonstrate successful use of appropriate research, preparation, and delivery strategies in oral presentations and discussions on academic topics.

ESL 136 - AMERICAN CULTURE THROUGH SPEAKING AND LISTENING

Catalog Description

Development of high intermediate to advanced speaking and listening skills through the discussion of current events and American cultural and social issues. Movies, song, TV and radio programs will be used to enhance cultural competency and to build fluency in aural comprehension and spoken communication skills. Activities include oral reports, group and panel discussions, in-class and out-of-class interviews. Some library research and reading assignments. Total of 54 hours lecture.

- **ESL 136 SLO #1:** Demonstrate aural comprehension of academic and non-academic spoken English by identifying main ideas and details in fluent natural speech in films, broadcast-media programs, and/or other types of recordings exemplifying and/or analyzing American culture.
- **ESL 136 SLO #2:** Demonstrate successful use of strategies to interact with native speakers of English in order to gather information regarding American culture.
- **ESL 136 SLO #3:** Using presentations, reports, and discussions, describe and compare cultural views, lifestyles, and current or historical events in the United States with reference to the student's native culture.

ESL 176 - EFFECTIVE SPEAKING AND LISTENING II

Catalog Description

Continuing development of conversation skills in a variety of social situations. Practice and use of intermediate language skills. Listening activities to help students understand natural speech. Vocabulary, idiomatic expressions, and grammatical patterns common to spoken English. **Recommended** for students who have completed ESL 446 and/or are enrolled in ESL 122 and/or ESL 132. Total of 54 hours lecture.

- **ESL 176 SLO #1:** Demonstrate understanding of spoken English in intermediate-level conversations dealing with academic and everyday situations and in simplified academic lectures and reports.
- **ESL 176 SLO #2:** Perform intermediate speech acts and use higher level conversation management skills for academic and everyday non-academic communication.
- **ESL 176 SLO #3:** Use comprehensible pronunciation and appropriate intermediate-level spoken language in short presentations dealing with academic and everyday topics.

ESL 446 - EFFECTIVE SPEAKING AND LISTENING

Catalog Description

Practice of casual and formal dialogues in commonplace situations. Everyday language functions and conversation management skills. Listening activities to enhance comprehension of daily topics. Idiomatic expressions and grammatical patterns common to spoken English. Total of 54 hours lecture.

- **ESL 446 SLO #1:** Demonstrate understanding of spoken English in low intermediate-level conversations dealing with academic and everyday situations and in simplified academic lectures and reports.
- **ESL 446 SLO #2:** Perform low-intermediate speech acts and use basic conversation management skills for academic and everyday non-academic communication.
- **ESL 446 SLO #3:** Use comprehensible pronunciation and appropriate low intermediate-level spoken language in short presentations dealing with academic and everyday topics.

ESL 456 - BASIC SPEAKING AND LISTENING

Catalog Description

An introductory course in spoken English to develop basic communication skills for everyday life in the U.S. Listening and conversation practice around daily topics, extensive vocabulary building and practice of basic grammatical structures. **Recommended:** Concurrent enrollment in ESL 420 and ESL 460. **Pass/no pass** grading. Total of 108 hours lecture.

- **ESL 456 SLO #1:** Demonstrate aural understanding of short conversations, directions, narratives, and descriptions dealing with basic daily topics and/or elementary American cultural traditions and norms.
- **ESL 456 SLO #2:** Use elementary vocabulary and intelligible pronunciation to produce spoken requests, basic courtesies, dialogues, narratives, and descriptions dealing with daily topics and/or elementary American cultural traditions and norms.
- **ESL 456 SLO #3:** Orally formulate short but complete statements and questions in simple and progressive tenses, using correct word order.

ESL Support Classes

ESL 40: Literature in a Second Language

Catalog Description

Introduction to the diversity of fiction, poetry and drama in English and other languages. Designed for cultural expression and the development of reading skills in English. Total of 18 hours lecture. *Transfer Credit: CSU*

ESL 110: Study Skills for College Success for ESL Students

Catalog Description

Development of essential academic survival skills: study techniques, time management, textbook mastery, test-taking, and note-taking. Total of 36 hours lecture.

- **ESL 110 SLO #1:** Develop an individual study plan including study techniques, time management, test and note-taking strategies and textbook comprehension for a specific course.

ESL 113 - ADVANCED ESL VOCABULARY WORKSHOP

Catalog Description

Academic vocabulary focused on advanced prefixes, roots, suffixes; two- and three-word verbs. Review of word families, dictionary use, useful idioms. Recommended for advanced ESL students who need to improve their academic vocabulary in order to read, write, and understand unsimplified academic English, as well as to gain confidence in understanding and using two- and three-word verbs in professional, academic, and non-academic speaking situations. Total of 36 hours lecture.

- **ESL 113 SLO #1:** Students will identify the meanings of advanced academic word parts and use this knowledge to guess general meaning of unfamiliar vocabulary.
- **ESL 113 SLO #2:** Students will develop an active set of idioms, phrasal verbs, and collocations for use in academic and non-academic settings.

ESL 133: Advanced ESL Grammar Workshop

Catalog Description

Review of advanced grammar structures, including adverb, adjective, and noun clauses, and conditional forms. **Recommended** for ESL students in ESL 033B who need to review grammar. Total of 36 hours lecture.

- **ESL 133 SLO #1:** Students will differentiate forms and functions of adverb, adjective, and noun clauses, as well as of conditional sentences, and revise their own and others' academic writing for accuracy of structure and function.
- **ESL 133 SLO #2:** Students will demonstrate a developing sense of writing style by transforming individual clauses into reduced phrase and full-clause variations.
- **ESL 133 SLO #3:** Students will develop their comprehension and accurate use of other advanced grammatical structures, especially within the verbal and article systems.

ESL 146 - PRONUNCIATION OF AMERICAN ENGLISH - LEVEL 2

Catalog Description

Further development of pronunciation skills through practice of American consonant blends and advanced stress and intonation patterns. Use of phonetic alphabet reduced forms and advanced features of vowel and consonant sounds. Total of 54 hours lecture.

- **ESL 146 SLO #1:** Recognize suprasegmental features – phrasing, linking, stress in words and sentences, rhythm, intonation patterns, as well as reduced and blended forms – in informal conversations and sentences containing intermediate to advanced vocabulary.
- **ESL 146 SLO #2:** Produce correct suprasegmental features – phrasing, linking, accurate stress in words and sentences, appropriate intonation patterns and rhythm, as well as reduced and blended forms – in informal conversations and sentences containing intermediate to advanced vocabulary.
- **ESL 146 SLO #3:** Use phonetic symbols and phonetic transcription effectively as a tool in learning pronunciation.

ESL 150: Supplementary Skills for College Composition

Catalog Description

Individualized instruction to help non-native speakers overcome problems in composition. **Recommended** for non-native students enrolled in Engl 001A. Total of 36 hours lecture.

- **ESL 110 SLO #1:** Students will develop an awareness of major student-writer problem areas in grammar, mechanics [punctuation and spelling], and/or vocabulary use.
- **ESL 110 SLO #2:** Students will develop their editing skills in order to analyze and revise their own academic writing in keeping with the conventions of standard academic English and of academic-paper formats.
- **ESL 110 SLO #3:** Students will improve the critical-thinking skills needed in the research process.

ESL 171A/B/C: Exploring Topics in ESL

Catalog Description

Exploratory course: *Specific topic identified in Schedule of Classes.*

Lecture focusing on topics of current and general interest. Total of 54 hours lecture.

- **ESL 171A/B/C SLO #1:** Demonstrates the ability to complete the specific objectives developed for each topics course.
- **ESL 171A/B/C SLO #2:** Develops ability to read, interpret, describe, create a persuasive argument and/or explain in writing, material that is related to the specific content of the exploratory course.
- **ESL 171A/B/C SLO #3:** Demonstrates the ability to relate or apply ideas or information related to the specific content of the exploratory course to new or unusual situations.

ESL 172: ESL for the Workplace

Catalog Description

English communication skills appropriate to a workplace setting, including workplace terminology, safety issues, reports and memos, job search skills, communicating with coworkers, and an understanding of workplace ethics. Total of 54 hours lecture.

- **ESL 172 SLO #1:** Students will use intermediate written language skills appropriate to a workplace.
- **ESL 172 SLO #2:** Students will use intermediate oral language skills appropriate to a workplace.

ESL 246 - PRONUNCIATION OF AMERICAN ENGLISH - LEVEL 1

Catalog Description

Introduction to American speech sounds, basic stress and intonation patterns. Study of selected suffix endings, speech mechanism and phonetic alphabet. **No credit** if taken after ESL 142. Total of 54 hours lecture.

- **ESL 246 SLO #1:** Recognize and discriminate between American-English speech sounds and basic stress and intonation patterns in short to medium-length sentences containing elementary vocabulary.
- **ESL 246 SLO #2:** Produce correct American-English speech sounds and basic stress and intonation patterns in short to medium-length sentences containing elementary vocabulary.
- **ESL 246 SLO #3:** Use phonetic symbols to identify and produce American-English speech sounds.

ESL 403 - ESL SKILLS WORKSHOP

Catalog Description

Individualized instruction in writing vocabulary, and spelling to assist non-native speakers of English concurrently enrolled in a core ESL course. Total of 18 hours lecture.

- **ESL 403 SLO #1:** Develop an individual study plan to improve study skills for one or more aspects of their English language learning (i.e. vocabulary, reading, grammar etc.).
- **ESL 403 SLO #2:** Students will demonstrate self-directed organizational ability to follow directions and procedures as set forth in the class.
- **Not Official SLO:** Demonstrate the accurate use of the grammar and writing components covered in ESL 122.

ESL 410A: Basic ESL Grammar Review

Catalog Description

Basic sentence structure, word order, parts of speech, coordination. **Recommended** for students who need review of basic grammar. Total of 18 hours lecture.

- **ESL 410A SLO #1:** Students will be able to write grammatically correct sentences following the rules of basic coordination and sentence word order.

ESL 410B: Intermediate ESL Grammar Review

Catalog Description

Review of the English verb system including verb tenses, modals, active/passive, and infinitives and gerunds. **Recommended** for ESL students who need review of verbs. Total of 18 hours lecture.

- **ESL 410B SLO #1:** Understand and use the English verb system effectively and appropriately.

ESL 413: ESL Vocabulary Development

Catalog Description

Word families, idioms, prefixes and suffixes, dictionary use. **Recommended** for ESL students who need basic vocabulary development. Total of 18 hours lecture.

- **ESL 413 SLO #1:** Students will identify and use word-family forms, basic academic word parts, common idioms, and two-word verbs.
- **ESL 413 SLO #2:** Students will identify the parts of a dictionary entry, including pronunciation, parts of speech, and correct definition of words in context.

ESL 459: ESL Learning through Computers

Catalog Description

Improvement of English skills through hands-on computer use. Word processing, Internet research, online grammar quizzes, Webpage creation and multimedia software use. Total of 18 hours lecture.

- **ESL 459 SLO #1:** Locate appropriate websites and online resources to aid in acquisition and use of English.
- **ESL 459 SLO #2:** Contribute both journal type entries and well-organized essays to the Internet through student-developed blogs that peers comment on online.

ESL 472: ESL for the Workplace

Catalog Description

English communication skills appropriate to a workplace setting, including workplace terminology, instructions and procedures, safety issues, telephone and email skills, and an understanding of workplace ethics. **Recommended** eligibility for ESL 420 or 422. **No credit** if taken after ESL 172. Total of 54 hours lecture.

- **ESL 472 SLO #1:** Students will use basic written language skills appropriate to a workplace.
- **ESL 472 SLO #1:** Students will use basic oral language skills appropriate to a workplace.

ESL 480A: Reading for Deaf Students

Catalog Description

Introduction to vocabulary building, word attack skills, and basic reading techniques. **Recommended** enrollment in SPSV 490A or ESL 490A. **No credit** if taken after ESL 432 or SPSV 480B, Engl 415, 130, or 014. **Cannot be taken concurrently** with ESL 432, SPSV 480B or ESL 480B, Engl 415, 130 or 014. Total of 54 hours lecture and 18 hours laboratory.

- **ESL 890A SLO #1:** Demonstrate reading comprehension of beginning to low intermediate texts.

ESL 480B: Reading for Deaf Students

Catalog Description

Development of work attack skills, vocabulary, study skills and basic reading techniques. **Recommended** enrollment in ESL 490A or ESL 490B or SPSV 490A or SPSV 490B. **No credit** if taken after ESL 432, Engl 415, 130 or 133. **Cannot be taken concurrently** with SPSV 480A or ESL 480A, Engl 415, 130 or 133. Total of 54 hours lecture and 18 hours laboratory.

- **ESL 480B SLO #1:** Demonstrate reading comprehension of low intermediate texts.

ESL 490A: Reading for Deaf Students

Catalog Description

Interdisciplinary course: SPSV 490A

Intensive practice in basic English sentence structure for students who are deaf or hard-of-hearing.

Introduction spelling, punctuation, vocabulary development and English writing

conventions. **Recommended** enrollment in ESL 460. **No credit** if taken after ESL 033A, 033B, 122, Engl 001A, 001B, 001C or 100. **May not be taken concurrently** with or after ESL 490B, SPSV 490A, SPSV 490B. (Course conducted in American Sign Language.) Total of 90 hours lecture.

- **ESL 890A SLO #1:** Demonstrate competence in the writing, grammar, and vocabulary of beginning to low intermediate texts.

ESL 490B: Reading for Deaf Students

Catalog Description

Interdisciplinary course: SPSV 490B

Development of reading and writing skills for academic purposes for students who are deaf or hard-of-hearing. Reading of low intermediate fiction and non fiction; written practice in sentence patterns and compositions. **Recommended** enrollment in ESL 432. **No credit** if taken after ESL 033A, 033B, 122, Engl 001A, 001B, 001C or 100. **Cannot enroll concurrently** in ESL 033A, 033B, 122, 420, 422, Engl 001A, 001B, 001C, 100 or 400. **May not be taken concurrently** with or after ESL 490A, SPSV 490A or SPSV 490B. (Course conducted in American Sign Language.) Total of 90 hours lecture.

- **ESL 480B SLO #1:** Demonstrate competence in the writing, grammar, and vocabulary of low intermediate texts.

Appendix D: SLO Assessment Data (from eLumen, Google Form, and Manual Reports)

ESL Core Sequence

ESL 33B - ESL READING AND WRITING - LEVEL 5

SLO #1: Writing: Using process techniques, students will be able to synthesize and evaluate ideas from a variety of sources to produce a well-developed written text.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|-------|------|-----|---|---|----|----|----|-------|
| 33B | F13 | Wrt | 1 | 8 | 8 | 8 | 6 | 31 |
| 33B | Sp14 | Wrt | 9 | 7 | 14 | 13 | 32 | 75 |

| | | | | | | |
|--------------|------|-------|-------|-------|-------|--------|
| Total | 10 | 15 | 22 | 21 | 38 | 106 |
| % | 9.4% | 14.2% | 20.8% | 19.8% | 35.8% | 100.0% |

SLO #2: Language: Students will use accurate and varied sentence structure and vocabulary appropriate for an academic task to express original ideas in their own words.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 33B | F13 | Lang | 1 | 4 | 23 | 25 | 17 | 70 |
| 33B | Sp14 | Lang | | | | | | 0 |
| Total | | | 1 | 4 | 23 | 25 | 17 | 70 |
| % | | | 1.4% | 5.7% | 32.9% | 35.7% | 24.3% | 100.0% |

SLO #3: Information Competency: Students will be able to locate, evaluate, and document appropriate information using the library and the Internet.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 33B | F13 | Info | | | | | | 0 |
| 33B | Sp14 | Info | 8 | 13 | 12 | 11 | 21 | 65 |
| Total | | | 8 | 13 | 12 | 11 | 21 | 65 |
| % | | | 12.3% | 20.0% | 18.5% | 16.9% | 32.3% | 100.0% |

ESL 33A - ESL READING AND WRITING - LEVEL 4

SLO #1: Writing: Using process techniques, students will be able to write a multi-paragraph essay developing a single idea with logical organization and appropriate support.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 33A | F13 | Wrt | 2 | 11 | 30 | 6 | 4 | 53 |
| 33A | Sp14 | Wrt | 2 | 19 | 27 | 24 | 9 | 81 |
| Total | | | 4 | 30 | 57 | 30 | 13 | 134 |
| % | | | 3.0% | 22.4% | 42.5% | 22.4% | 9.7% | 100.0% |

SLO #2: Language: Students will use correct grammar, appropriate vocabulary, and a variety of advanced sentence structures to communicate ideas effectively.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 33A | F13 | Lang | 17 | 27 | 71 | 74 | 22 | 211 |
| 33A | Sp14 | Lang | 0 | 10 | 17 | 27 | 20 | 74 |
| Total | | | 17 | 37 | 88 | 101 | 42 | 285 |
| % | | | 6.0% | 13.0% | 30.9% | 35.4% | 14.7% | 100.0% |

SLO #3: Information Competency: Students will be able to locate appropriate information using library and Internet resources.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 33A | F13 | Info | | | | | | 0 |
| 33A | Sp14 | Info | 5 | 8 | 12 | 23 | 10 | 58 |
| Total | | | 5 | 8 | 12 | 23 | 10 | 58 |
| % | | | 8.6% | 13.8% | 20.7% | 39.7% | 17.2% | 100.0% |

ESL 122 - GRAMMAR AND WRITING - LEVEL 3

SLO #1: Writing: Using process techniques, students will be able to write a composition developing a single idea with good organization and appropriate support.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 122 | F13 | Wrt | 4 | 16 | 22 | 32 | 15 | 89 |
| 122 | Sp14 | Wrt | 2 | 15 | 41 | 45 | 8 | 111 |

| | | | | | | |
|--------------|------|-------|-------|-------|-------|--------|
| Total | 6 | 31 | 63 | 77 | 23 | 200 |
| % | 3.0% | 15.5% | 31.5% | 38.5% | 11.5% | 100.0% |

SLO #2: Language: Students will use correct grammar, appropriate vocabulary, and a variety of sentence structures to communicate ideas effectively.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 122 | F13 | Lang | 7 | 40 | 55 | 62 | 26 | 190 |
| 122 | Sp14 | Lang | 20 | 30 | 55 | 64 | 20 | 189 |
| Total | | | 27 | 70 | 110 | 126 | 46 | 379 |
| % | | | 7.1% | 18.5% | 29.0% | 33.2% | 12.1% | 100.0% |

ESL 422 - GRAMMAR AND WRITING - LEVEL 2

SLO #1: Writing: Using process techniques, students will be able to write a paragraph developing a single idea with a clear beginning, middle, and end.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 422 | F13 | Writ | 2 | 5 | 8 | 12 | 8 | 35 |
| 422 | Sp14 | Writ | 0 | 3 | 10 | 5 | 1 | 19 |
| Total | | | 2 | 8 | 18 | 17 | 9 | 54 |

SLO #2: Language: Students will use correct grammar, vocabulary, and sentence structure for this level to communicate basic information.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 422 | F13 | Lang | 7 | 12 | 24 | 40 | 18 | 101 |
| 422 | Sp14 | Lang | 4 | 6 | 8 | 2 | 1 | 21 |
| Total | | | 11 | 18 | 32 | 42 | 19 | 122 |
| % | | | 9.0% | 14.8% | 26.2% | 34.4% | 15.6% | 100.0% |

ESL 420 - GRAMMAR AND WRITING - LEVEL 1

SLO #1: Writing: Using process techniques, students will be able to write a basic paragraph developing a single idea with a clear beginning, middle, and end.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 420 | F13 | Wrt | 4 | 12 | 5 | 3 | 8 | 32 |
| 420 | Sp14 | Wrt | 8 | 12 | 8 | 5 | 4 | 37 |
| Total | | | 12 | 24 | 13 | 8 | 12 | 69 |
| % | | | 17.4% | 34.8% | 18.8% | 11.6% | 17.4% | 100.0% |

SLO #2: Language: Students will use correct grammar and vocabulary for this level.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 420 | F13 | Lang | 7 | 18 | 16 | 20 | 11 | 72 |
| 420 | Sp14 | Lang | 0 | 11 | 6 | 2 | 1 | 20 |
| Total | | | 7 | 29 | 22 | 22 | 12 | 92 |
| % | | | 7.6% | 31.5% | 23.9% | 23.9% | 13.0% | 100.0% |

ESL Reading Sequence

2.1 ESL 132 - READING - LEVEL 3

ESL 132 SLO #1: Define unfamiliar level-appropriate vocabulary using word forms, context clues, and an English/English dictionary.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|

| | | | | | | | | |
|--------------|------|---|------|-------|------|-------|-------|--------|
| 132 | F13 | 1 | 4 | 3 | 1 | 3 | 1 | 12 |
| 132 | Sp14 | 1 | 0 | 2 | 2 | 21 | 13 | 38 |
| Total | | | 4 | 5 | 3 | 24 | 14 | 50 |
| % | | | 8.0% | 10.0% | 6.0% | 48.0% | 28.0% | 100.0% |

ESL 132 SLO #2: Predict the topic of a reading passage and find specific information using pre-reading skills such as previewing, skimming, and scanning.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 132 | F13 | 2 | 0 | 2 | 7 | 7 | 0 | 16 |
| 132 | Sp14 | 2 | 0 | 0 | 0 | 7 | 12 | 19 |
| Total | | | 0 | 2 | 7 | 14 | 12 | 35 |
| % | | | 0.0% | 5.7% | 20.0% | 40.0% | 34.3% | 100.0% |

ESL 132 SLO #3: Identify main ideas, stated or implied, and supporting details in a level-appropriate reading passage.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 132 | F13 | 3 | 0 | 0 | 8 | 5 | 2 | 15 |
| 132 | Sp14 | 3 | 0 | 1 | 0 | 17 | 14 | 32 |
| Total | | | 0 | 1 | 8 | 22 | 16 | 47 |
| % | | | 0.0% | 2.1% | 17.0% | 46.8% | 34.0% | 100.0% |

SLO #4: Show understanding of the literal and interpretive content of a level-appropriate reading passage.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 132 | F13 | 4 | 0 | 0 | 10 | 18 | 8 | 36 |
| 132 | Sp14 | 4 | 0 | 0 | 1 | 12 | 6 | 19 |
| Total | | | 0 | 0 | 11 | 30 | 14 | 55 |
| % | | | 0.0% | 0.0% | 20.0% | 54.5% | 25.5% | 100.0% |

ESL 132 SLO #5: Recognize common patterns of organization of written material, including the use of thesis statements, topic sentences, and transition signals.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 132 | F13 | 5 | | | | | | 0 |
| 132 | Sp14 | 5 | 0 | 0 | 0 | 9 | 10 | 19 |
| Total | | | 0 | 0 | 0 | 9 | 10 | 19 |
| % | | | 0.0% | 0.0% | 0.0% | 47.4% | 52.6% | 100.0% |

ESL 132 SLO #6: Produce a summary and a personal response to a reading passage.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 132 | F13 | 6 | 2 | 1 | 3 | 1 | 4 | 11 |
| 132 | Sp14 | 6 | 0 | 0 | 0 | 8 | 11 | 19 |
| Total | | | 2 | 1 | 3 | 9 | 15 | 30 |
| % | | | 6.7 | 3.3 | 10.0 | 30.0 | 50.0 | 100.0 |

ESL 432 - ESL READING - LEVEL

ESL 432 SLO #1: Define unfamiliar level-appropriate vocabulary using word forms, context clues, and an English/English dictionary.

- No SLO Assessment Data Available

ESL 432 SLO #2: Predict the topic of a reading passage and find specific information using pre-reading skills such as previewing, skimming, and scanning.

- No SLO Assessment Data Available

ESL 432 SLO #3: Identify main ideas and supporting details in a level-appropriate reading passage.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|-------|------|-----|------|------|-------|-------|-------|--------|
| 432 | F13 | 3 | | | | | | 0 |
| 432 | Sp14 | 3 | 0 | 1 | 4 | 10 | 4 | 19 |
| Total | | | 0 | 1 | 4 | 10 | 4 | 19 |
| % | | | 0.0% | 5.3% | 21.1% | 52.6% | 21.1% | 100.0% |

ESL 432 SLO #4: Demonstrate understanding of the literal content of a level-appropriate reading passage.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|-------|------|-----|------|-------|-------|-------|-------|--------|
| 432 | F13 | 4 | | | | | | 0 |
| 432 | Sp14 | 4 | 0 | 3 | 4 | 5 | 7 | 19 |
| Total | | | 0 | 3 | 4 | 5 | 7 | 19 |
| % | | | 0.0% | 15.8% | 21.1% | 26.3% | 36.8% | 100.0% |

ESL 432 SLO #5: Produce a personal response to a reading passage.

- No SLO Assessment Data Available

ESL 460 - ESL READING - LEVEL 1

ESL 460 SLO #1: Define unfamiliar level-appropriate vocabulary using word forms, context clues, and an English/English dictionary.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|-------|------|-----|-------|-------|-------|------|------|--------|
| 460 | F13 | 1 | 12 | 10 | 3 | 1 | 2 | 28 |
| 460 | Sp14 | 1 | | | | | | 0 |
| Total | | | 12 | 10 | 3 | 1 | 2 | 28 |
| % | | | 42.9% | 35.7% | 10.7% | 3.6% | 7.1% | 100.0% |

ESL 460 SLO #2: Predict the topic of a reading passage and find specific information using pre-reading skills such as previewing, skimming, and scanning.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|-------|------|-----|-------|-------|-------|-------|------|--------|
| 460 | F13 | 2 | 9 | 5 | 4 | 6 | 1 | 25 |
| 460 | Sp14 | 2 | 4 | 10 | 9 | 1 | 4 | 28 |
| Total | | | 13 | 15 | 13 | 7 | 5 | 53 |
| % | | | 24.5% | 28.3% | 24.5% | 13.2% | 9.4% | 100.0% |

ESL 460 SLO #3: Identify main ideas and supporting details in a level-appropriate reading passage.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|-------|------|-----|------|------|-------|-------|-------|--------|
| 460 | F13 | 3 | 0 | 0 | 5 | 4 | 11 | 20 |
| 460 | Sp14 | 3 | | | | | | 0 |
| Total | | | 0 | 0 | 5 | 4 | 11 | 20 |
| % | | | 0.0% | 0.0% | 25.0% | 20.0% | 55.0% | 100.0% |

ESL 460 SLO #4: Demonstrate understanding of the literal content of a reading passage.

- No SLO Assessment Data Available

ESL 460 SLO #5: Produce a personal response to a reading passage.

- No SLO Assessment Data Available

ESL Listening & Speaking Sequence

ESL 106 - SPEAKING AND LISTENING FOR ACADEMIC SUCCESS

ESL 106 SLO #1: Identify and analyze organizational strategies and analyze the development of thought within longer academic lectures and discussions.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|-------|-------|-------|-------|-------|--------|
| 106 | F13 | 1 | 2 | 5 | 3 | 1 | 1 | 12 |
| 106 | Sp14 | 1 | 1 | 3 | 6 | 2 | 4 | 16 |
| Total | | | 3 | 8 | 9 | 3 | 5 | 28 |
| % | | | 10.7% | 28.6% | 32.1% | 10.7% | 17.9% | 100.0% |

ESL 106 SLO #2: Take effective notes during academic lectures and discussions.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|------|-------|-------|-------|--------|
| 106 | F13 | 2 | 1 | 1 | 6 | 5 | 11 | 24 |
| 106 | Sp14 | 2 | 0 | 1 | 2 | 2 | 5 | 10 |
| Total | | | 1 | 2 | 8 | 7 | 16 | 34 |
| % | | | 2.9% | 5.9% | 23.5% | 20.6% | 47.1% | 100.0% |

ESL 106 SLO #3: Demonstrate successful use of appropriate research, preparation, and delivery strategies in oral presentations and discussions on academic topics.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|-------|-------|-------|-------|--------|
| 106 | F13 | 3 | 1 | 3 | 2 | 3 | 2 | 11 |
| 106 | Sp14 | 3 | 0 | 1 | 3 | 2 | 4 | 10 |
| Total | | | 1 | 4 | 5 | 5 | 6 | 21 |
| % | | | 4.8% | 19.0% | 23.8% | 23.8% | 28.6% | 100.0% |

ESL 136 - AMERICAN CULTURE THROUGH SPEAKING AND LISTENING

ESL 136 SLO #1: Demonstrate aural comprehension of academic and non-academic spoken English by identifying main ideas and details in fluent natural speech in films, broadcast-media programs, and/or other types of recordings exemplifying and/or analyzing American culture.

- No SLO Assessment Data Available

ESL 136 SLO #2: Demonstrate successful use of strategies to interact with native speakers of English in order to gather information regarding American culture.

- No SLO Assessment Data Available

ESL 136 SLO #3: Using presentations, reports, and discussions, describe and compare cultural views, lifestyles, and current or historical events in the United States with reference to the student's native culture.

- No SLO Assessment Data Available

ESL 176 - EFFECTIVE SPEAKING AND LISTENING II

ESL 176 SLO #1: Demonstrate understanding of spoken English by identifying main ideas, details, implied meanings, setting, purpose, and speakers' attitudes in intermediate level conversations dealing with academic and everyday situations and in simplified academic lectures and reports.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|-------|-------|-------|-------|--------|
| 176 | F13 | 1 | 3 | 6 | 4 | 3 | 4 | 20 |
| 176 | Sp14 | 1 | 1 | 2 | 14 | 14 | 6 | 37 |
| Total | | | 4 | 8 | 18 | 17 | 10 | 57 |
| % | | | 7.0% | 14.0% | 31.6% | 29.8% | 17.5% | 100.0% |

ESL 176 SLO #2: Perform intermediate speech acts (e.g., apologizing, complimenting, complaining, expressing agreement and disagreement, giving and asking for advice, and expressing sympathy) and use higher level conversation

management skills (e.g. sustaining conversations, rephrasing for clarification, changing the subject of the conversation) for everyday academic and non-academic communication.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 176 | F13 | 2 | 0 | 1 | 13 | 21 | 13 | 48 |
| 176 | Sp14 | 2 | 0 | 2 | 3 | 13 | 19 | 37 |
| Total | | | 0 | 3 | 16 | 34 | 32 | 85 |
| % | | | 0.0% | 3.5% | 18.8% | 40.0% | 37.6% | 100.0% |

ESL 176 SLO #3: Use comprehensible pronunciation, a wider range of idiomatic expressions, and correct spoken grammar in conversations and short reports dealing with academic and daily situations.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------------|------------|----------|----------|----------|----------|----------|--------------|
| 176 | F13 | 3 | 0 | 3 | 11 | 11 | 14 | 39 |
| 176 | Sp14 | 3 | 1 | 3 | 6 | 11 | 16 | 37 |
| Total | | | 1 | 6 | 17 | 22 | 30 | 76 |
| % | | | 1.3% | 7.9% | 22.4% | 28.9% | 39.5% | 100.0% |

ESL 446 - EFFECTIVE SPEAKING AND LISTENING

ESL 446 SLO #1: Demonstrate understanding of spoken English by identifying main ideas, setting, purpose, and relationships between speakers in low-intermediate level conversations and narratives dealing with everyday situations.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|------|-------|-------|-------|--------|
| 446 | F13 | 1 | | | | | | 0 |
| 446 | Sp14 | 1 | 0 | 0 | 6 | 9 | 4 | 19 |
| Total | | | 0 | 0 | 6 | 9 | 4 | 19 |
| % | | | 0.0% | 0.0% | 31.6% | 47.4% | 21.1% | 100.0% |

ESL 446 SLO #2: Perform low-intermediate speech acts (e.g., greetings, introductions, leave taking, invitations, requests, telephone routines, and expressions of thanks) and use basic conversation management skills (e.g., initiating conversations, turn-taking, interrupting, asking for clarification, and indicating lack of understanding) for everyday communication.

- No SLO Assessment Data Available

ESL 446 SLO #3: Use comprehensible pronunciation, common idiomatic expressions, and correct spoken grammar in conversations and short narratives dealing with daily situations.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|-------|-------|-------|-------|--------|
| 446 | F13 | 3 | 0 | 2 | 6 | 6 | 3 | 17 |
| 446 | Sp14 | 3 | | | | | | 0 |
| Total | | | 0 | 2 | 6 | 6 | 3 | 17 |
| % | | | 0.0% | 11.8% | 35.3% | 35.3% | 17.6% | 100.0% |

ESL 456 - BASIC SPEAKING AND LISTENING

ESL 456 SLO #1: Demonstrate aural understanding of short conversations, directions, narratives, and descriptions dealing with basic daily topics and/or elementary American cultural traditions and norms.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|------|-------|-------|-------|--------|
| 456 | F13 | 1 | 2 | 2 | 10 | 21 | 9 | 44 |
| 456 | Sp14 | 1 | 0 | 1 | 8 | 10 | 4 | 23 |
| Total | | | 2 | 3 | 18 | 31 | 13 | 67 |
| % | | | 3.0% | 4.5% | 26.9% | 46.3% | 19.4% | 100.0% |

ESL 456 SLO #2: Use elementary vocabulary and intelligible pronunciation to produce spoken requests, basic courtesies, dialogues, narratives, and descriptions dealing with daily topics and/or elementary American cultural traditions and norms.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|-------|-------|-------|-------|------|--------|
| 456 | F13 | 2 | 4 | 6 | 11 | 1 | 1 | 23 |
| 456 | Sp14 | 2 | 2 | 6 | 1 | 11 | 0 | 20 |
| Total | | | 6 | 12 | 12 | 12 | 1 | 43 |
| % | | | 14.0% | 27.9% | 27.9% | 27.9% | 2.3% | 100.0% |

ESL 456 SLO #3: Orally formulate short but complete statements and questions in simple and progressive tenses, using correct word order.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|-------|-------|-------|-------|--------|
| 456 | F13 | 3 | 0 | 3 | 11 | 8 | 1 | 23 |
| 456 | Sp14 | 3 | 1 | 2 | 7 | 6 | 4 | 20 |
| Total | | | 1 | 5 | 18 | 14 | 5 | 43 |
| % | | | 2.3% | 11.6% | 41.9% | 32.6% | 11.6% | 100.0% |

ESL Support Classes

ESL 113 - ADVANCED ESL VOCABULARY WORKSHOP

ESL 113 SLO #1: Students will identify the meanings of advanced academic word parts and use this knowledge to guess general meaning of unfamiliar vocabulary.

- No SLO Assessment Data Available

ESL 113 SLO #2: Students will develop an active set of idioms, phrasal verbs, and collocations for use in academic and non-academic settings.

- No SLO Assessment Data Available

ESL 133 - ADVANCED ESL GRAMMAR WORKSHOP

ESL 133 SLO #1: Students will differentiate forms and functions of adverb, adjective, and noun clauses, as well as of conditional sentences, and revise their own and others' academic writing for accuracy of structure and function.

- No SLO Assessment Data Available

ESL 133 SLO #2: Students will demonstrate a developing sense of writing style by transforming individual clauses into reduced phrase and full-clause variations.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|------|-------|-------|-------|--------|
| 133 | F13 | 2 | 0 | 0 | 8 | 5 | 2 | 15 |
| 133 | Sp14 | 2 | | | | | | 0 |
| Total | | | 0 | 0 | 8 | 5 | 2 | 15 |
| % | | | 0.0% | 0.0% | 53.3% | 33.3% | 13.3% | 100.0% |

ESL 133 SLO #3: Students will develop their comprehension and accurate use of other advanced grammatical structures, especially within the verbal and article systems.

- No SLO Assessment Data Available

ESL 146 - PRONUNCIATION OF AMERICAN ENGLISH - LEVEL 2

ESL 146 SLO #1: Recognize suprasegmental features – phrasing, linking, stress in words and sentences, rhythm, intonation patterns, as well as reduced and blended forms – in informal conversations and sentences containing intermediate to advanced vocabulary.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|------|------|-------|-------|--------|
| 146 | F13 | 1 | 1 | 2 | 3 | 8 | 9 | 23 |
| 146 | Sp14 | 1 | 0 | 2 | 0 | 5 | 13 | 20 |
| Total | | | 1 | 4 | 3 | 13 | 22 | 43 |
| % | | | 2.3% | 9.3% | 7.0% | 30.2% | 51.2% | 100.0% |

ESL 146 SLO #2: Produce correct suprasegmental features – phrasing, linking, accurate stress in words and sentences, appropriate intonation patterns and rhythm, as well as reduced and blended forms – in informal conversations and sentences containing intermediate to advanced vocabulary.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|-------|-------|-------|------|--------|
| 146 | F13 | 2 | 1 | 5 | 7 | 7 | 3 | 23 |
| 146 | Sp14 | 2 | 0 | 2 | 2 | 15 | 1 | 20 |
| Total | | | 1 | 7 | 9 | 22 | 4 | 43 |
| % | | | 2.3% | 16.3% | 20.9% | 51.2% | 9.3% | 100.0% |

ESL 146 SLO #3: Use phonetic symbols and phonetic transcription effectively as a tool in learning pronunciation.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|-------|-------|-------|-------|--------|
| 146 | F13 | 3 | 2 | 1 | 8 | 4 | 8 | 23 |
| 146 | Sp14 | 3 | 2 | 4 | 5 | 5 | 4 | 20 |
| Total | | | 4 | 5 | 13 | 9 | 12 | 43 |
| % | | | 9.3% | 11.6% | 30.2% | 20.9% | 27.9% | 100.0% |

ESL 246 - PRONUNCIATION OF AMERICAN ENGLISH - LEVEL 1

ESL 246 SLO #1: Recognize and discriminate between American-English speech sounds and basic stress and intonation patterns in short to medium-length sentences containing elementary vocabulary.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|-------|-------|-------|-------|--------|
| 246 | F13 | 1 | 1 | 10 | 12 | 16 | 5 | 44 |
| 246 | Sp14 | 1 | 0 | 7 | 8 | 13 | 11 | 39 |
| Total | | | 1 | 17 | 20 | 29 | 16 | 83 |
| % | | | 1.2% | 20.5% | 24.1% | 34.9% | 19.3% | 100.0% |

ESL 246 SLO #2: Produce correct American-English speech sounds and basic stress and intonation patterns in short to medium-length sentences containing elementary vocabulary.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|------|-------|-------|-------|--------|
| 246 | F13 | 2 | 4 | 2 | 12 | 18 | 8 | 44 |
| 246 | Sp14 | 2 | 1 | 4 | 10 | 10 | 14 | 39 |
| Total | | | 5 | 6 | 22 | 28 | 22 | 83 |
| % | | | 6.0% | 7.2% | 26.5% | 33.7% | 26.5% | 100.0% |

ESL 246 SLO #3: Use phonetic symbols to identify and produce American-English speech sounds.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|------|-------|-------|-------|--------|
| 246 | F13 | 3 | 3 | 1 | 8 | 11 | 46 | 69 |
| 246 | Sp14 | 3 | 0 | 0 | 4 | 11 | 24 | 39 |
| Total | | | 3 | 1 | 12 | 22 | 70 | 108 |
| % | | | 2.8% | 0.9% | 11.1% | 20.4% | 64.8% | 100.0% |

ESL 403 - ESL SKILLS WORKSHOP

ESL 403 SLO: Develop an individual study plan to improve study skills for one or more aspects of their English language learning (i.e. vocabulary, grammar, reading, etc.)

- No SLO Assessment Data Available

ESL 410B – Intermediate Grammar Review

ESL 410B SLO #1: Students will be able to identify and use correctly English verb tenses in original sentences.

| Class | Sem | SLO | 0 | 1 | 2 | 3 | 4 | Total |
|--------------|------|-----|------|------|------|-------|-------|--------|
| 410B | F13 | 1 | 7 | 0 | 3 | 7 | 1 | 18 |
| 410B | Sp14 | 1 | 2 | 4 | 7 | 47 | 42 | 102 |
| Total | | | 9 | 4 | 10 | 54 | 43 | 120 |
| % | | | 7.5% | 3.3% | 8.3% | 45.0% | 35.8% | 100.0% |

ESL 410B SLO #2: Students will be able to identify and use correctly active and passive voice in original sentences.

- No SLO Assessment Data Available

Other SLO: Demonstrate the accurate use of the grammar and writing components covered in ESL 122.

Other Courses – No Data Available

- **ESL 110:** Study Skills for College Success for ESL Students
- **ESL 172:** ESL for the Workplace
- **ESL 40:** Literature in a Second Language
- **ESL 410A:** Basic ESL Grammar Review
- **ESL 413:** ESL Vocabulary Development
- **ESL 459:** ESL Learning through Computers
- **ESL 472:** ESL for the Workplace
- **ESL 480A/B, 490 A/B:** ESL for Deaf Students

Appendix E: Holistic Writing Assessment Rubrics for Core ESL Classes

FALL 2012 / SPRING 2013: ESL 420 Holistic Rubric (Writing and Language SLOs. Language skills should be weighted more heavily. Feel free to adapt this rubric to your own classes.)

SLO #1/WRITE: Using process techniques, students will be able to write a basic paragraph developing a single idea with a clear beginning, middle, and end.

SLO #2/LANG: Students will use correct grammar and vocabulary for this level.

| | Mastery | Accomplished | Adequate | Developing | Inadequate |
|--|---|---|--|---|---|
| Content/Organization <ul style="list-style-type: none"> Main Idea and Support Pattern of development Unity and coherence | <p>Addresses the task with clear evidence of critical thinking</p> <p>Main idea developed fully with relevant details</p> <p>Effective progression of ideas</p> <p>Consistently unified with a variety of transitions</p> | <p>Addresses the task with some evidence of critical thinking</p> <p>Main idea developed with some relevant details</p> <p>Clear progression of ideas</p> <p>Clearly unified with effective transitions</p> | <p>Addresses the task with limited evidence of critical thinking</p> <p>Main idea somewhat developed with adequate details</p> <p>Apparent progression of ideas</p> <p>Adequately unified with some use of transitions</p> | <p>Addresses the task with little evidence of critical thinking</p> <p>Incomplete development of main idea</p> <p>Unclear progression of ideas</p> <p>Little sense of unity and use of transitions</p> | <p>Task is addressed briefly or not at all, with no evidence of critical thinking</p> <p>No support for main idea</p> <p>No progression of ideas</p> <p>No sense of unity or use of transitions</p> |
| Grammar/Vocabulary <ul style="list-style-type: none"> Sentence structure Grammar Word choice and forms | <p>Fluency with sentence structure with correct word order in simple and compound sentences</p> <p>Consistently correct use of simple and progressive tenses</p> <p>Varied basic vocabulary with consistent use of correct word forms</p> | <p>Mostly correct use of sentence structure in simple and compound sentences</p> <p>Mostly correct use of simple and progressive tenses</p> <p>Good use of basic vocabulary with generally correct word forms</p> | <p>Some errors in sentence structure that do not interfere with meaning</p> <p>Some errors in tense that do not interfere with meaning</p> <p>Some use of basic vocabulary with generally correct word forms</p> | <p>Significant errors in sentence structure</p> <p>Significant errors in verb tenses that interfere with meaning</p> <p>Frequent vocabulary choice and word form errors that interfere with meaning</p> | <p>Many serious errors in sentence structure</p> <p>Little or no control of level appropriate verb tenses</p> <p>Little or no control of basic vocabulary, many word form errors</p> |

FALL 2012 / SPRING 2013: ESL 422 Holistic Rubric (Writing and Language SLOs. Language skills should be weighted more heavily. Feel free to adapt this rubric to your own classes.)

SLO #1/WRIT: Using process techniques, students will be able to write a paragraph developing a single idea with a clear beginning, middle, and end.

SLO #2/LANG: Students will use correct grammar, vocabulary, and sentence structure for this level to communicate basic information.

| | Mastery | Accomplished | Adequate | Developing | Inadequate |
|--|---|---|---|--|---|
| Content/Organization <ul style="list-style-type: none"> Main Idea and Support Pattern of development Unity and coherence | <p>Addresses the task with clear evidence of critical thinking</p> <p>Main idea developed fully with relevant details</p> <p>Effective pattern of logical development</p> <p>Consistently unified with a variety of transitions</p> | <p>Addresses the task with some evidence of critical thinking</p> <p>Main idea developed with some relevant details</p> <p>Clear pattern of logical development</p> <p>Clearly unified with effective transitions</p> | <p>Addresses the task with limited evidence of critical thinking</p> <p>Main idea somewhat developed with adequate details</p> <p>Apparent pattern of logical development</p> <p>Adequately unified with some use of transitions</p> | <p>Addresses the task with little evidence of critical thinking</p> <p>Incomplete development of main idea</p> <p>Pattern of development not clear</p> <p>Little sense of unity and use of transitions</p> | <p>Task is addressed briefly or not at all, with no evidence of critical thinking</p> <p>No support for main idea</p> <p>No pattern of development</p> <p>No sense of unity or use of transitions</p> |
| Grammar/Vocabulary <ul style="list-style-type: none"> Sentence structure Grammar Word choice and forms | <p>Fluency with sentence structure including simple and compound sentences & some subordination</p> <p>Good control of simple and progressive tenses and common modals</p> <p>Varied vocabulary with consistent use of correct word forms</p> | <p>Few errors in sentence structure, which do not interfere with meaning</p> <p>Mostly good control of simple and progressive tenses and common modals</p> <p>Some varied vocabulary with generally correct use of word forms</p> | <p>Some errors in sentence structure, which do not interfere with meaning</p> <p>Some errors in tense that do not interfere with meaning</p> <p>Limited vocabulary with some errors in word form, which do not interfere with meaning</p> | <p>Significant errors in sentence structure</p> <p>Significant errors in level appropriate verb tenses that interfere with meaning</p> <p>Frequent vocabulary and word form errors that interfere with meaning</p> | <p>Many serious errors in sentence structure</p> <p>Little or no control of level appropriate verb tenses</p> <p>Limited vocabulary and frequent mistakes word forms that interfere with meaning</p> |

FALL 2012 / SPRING 2013: ESL 122 Holistic Rubric (Writing and Language SLOs. Language skills should be weighted more heavily. Feel free to adapt this rubric to your own classes.)

SLO #1/WRIT: Using process techniques, students will be able to write a composition developing a single idea with good organization and appropriate support.

SLO #2/LANG: Students will use correct grammar, appropriate vocabulary, and a variety of sentence structures to communicate ideas effectively.

| | Mastery - 4 | Accomplished - 3 | Adequate - 2 | Developing - 1 | Inadequate - 0 |
|--|---|---|--|---|---|
| Content/Organization <ul style="list-style-type: none"> Main Idea and Support Pattern of development Unity and coherence | <p>Addresses the task thoughtfully and completely with clear evidence of critical thinking</p> <p>Main idea developed with specific support</p> <p>Effective pattern of logical development</p> <p>Consistently unified with a variety of transitions</p> | <p>Addresses the task clearly with some evidence of critical thinking</p> <p>Main idea developed with support</p> <p>Clear pattern of logical development</p> <p>Clearly unified with effective transitions</p> | <p>Addresses the task with evidence of critical thinking</p> <p>Main idea developed with some support</p> <p>Apparent pattern of logical development</p> <p>Adequately unified with some use of transitions</p> | <p>Addresses the task, but may contain off-topic ideas. Little evidence of critical thinking</p> <p>Main idea unclear with weak development</p> <p>Pattern of development not clear</p> <p>Little unity with limited use of transitions</p> | <p>Task is addressed briefly or vaguely or not at all. No evidence of critical thinking</p> <p>No main idea, no support</p> <p>No pattern development</p> <p>No unity or use of transitions</p> |
| Grammar/Vocabulary <ul style="list-style-type: none"> Sentence structure Grammar Word choice and forms | <p>Correct use of simple, compound & common complex sentences</p> <p>Strong control of verb tenses</p> <p>Appropriate & varied vocabulary choice with mostly correct forms</p> | <p>Mostly correct use of simple, compound & common complex sentences</p> <p>Good control of verb tenses</p> <p>Appropriate vocabulary choice with generally correct word forms</p> | <p>Correct use of simple sentences and most compound & common complex sentences</p> <p>Some control of verb tenses</p> <p>Some vocabulary choice errors and incorrect forms, but meaning generally clear</p> | <p>Frequent errors in use of simple, compound & common complex sentence structures</p> <p>Weak control of verb tenses</p> <p>Frequent errors in vocabulary choice that interfere with meaning, errors in word forms</p> | <p>Little control of sentence structures</p> <p>Little control of verb tenses</p> <p>Limited use of vocabulary. Little control of word forms</p> |

FALL 2012 / SPRING 2013: ESL 33A Holistic Rubric (Writing and Language SLO's. Language skills should be weighted more heavily. Feel free to adapt this rubric to your own classes.)

SLO #1/WRIT: Using process techniques, students will be able to write a multi-paragraph essay developing a single idea with logical organization and appropriate support.

SLO #2/LANG: Students will use correct grammar, appropriate vocabulary, and a variety of advanced sentence structures to communicate ideas effectively.

| | Mastery - 4 | Accomplished - 3 | Adequate - 2 | Developing - 1 | Inadequate - 0 |
|---|--|---|--|---|---|
| Content/Organization <ul style="list-style-type: none"> Thesis Statement and Support Pattern of development Unity and coherence | <p>Addresses the task thoughtfully and completely with strong evidence of critical thinking</p> <p>Multiple specific examples linked to the main idea</p> <p>Appropriate logical pattern of development</p> <p>Coherent, unified paragraphs with effective use of transitional devices</p> | <p>Addresses the task clearly with evidence of critical thinking</p> <p>Some specific examples linked to the main idea</p> <p>Clear logical pattern of ideas</p> <p>Mostly coherent, unified paragraphs with good use of transitional devices</p> | <p>Addresses the task with limited evidence of critical thinking</p> <p>Some examples with weak link to the main idea</p> <p>Adequate logical pattern of ideas</p> <p>Formulaic use of transitional devices to achieve coherence</p> | <p>Addresses the task, but may contain off-topic ideas. Little evidence of critical thinking</p> <p>Insufficient support</p> <p>Unclear pattern of ideas</p> <p>Little coherence and unity, inappropriate use of transitional devices</p> | <p>Task is addressed briefly or vaguely or not at all. No evidence of critical thinking</p> <p>No support</p> <p>No logical pattern of ideas</p> <p>No coherence or unity. No use of transitional devices</p> |
| Grammar/Vocabulary <ul style="list-style-type: none"> Sentence structure Grammar Word choice and forms | <p>Fluency with good use of subordination and coordination</p> <p>Few errors in grammar, which do not interfere with meaning</p> <p>College-level vocabulary; meaning rarely unclear due to voc</p> | <p>Good control of subordination and coordination</p> <p>Occasional errors in grammar, which do not interfere with meaning</p> <p>Some use of college-level vocabulary; meaning mostly clear.</p> | <p>Some control of subordination and coordination</p> <p>Some errors in grammar, which may interfere with meaning</p> <p>Limited use of college-level vocabulary; meaning usually clear. Few word-form errors</p> | <p>Numerous errors in subordination and coordination, or mostly simple sentences</p> <p>Many errors in grammar, which interfere with meaning</p> <p>Frequent errors in word choice and form</p> | <p>Many serious errors in sentence structures</p> <p>Many errors in grammar, which interfere with meaning</p> <p>Many errors in word choice and form</p> |

FALL 2012 / SPRING 2013: ESL 33B Holistic Rubric (Writing and Language SLOs. Language skills should be weighted more heavily. Feel free to adapt this rubric to your own classes.)

SLO #1/WRIT: Using process techniques, students will be able to synthesize and evaluate ideas from a variety of sources to produce a well-developed written text.

SLO #2/LANG: Students will use accurate and varied sentence structure and vocabulary appropriate for an academic task to express original ideas in their own words.

| | Mastery - 4 | Accomplished - 3 | Adequate - 2 | Developing - 1 | Inadequate - 0 |
|---|---|---|--|--|---|
| Content/Organization <ul style="list-style-type: none"> Thesis Statement and Support Pattern of development Unity and coherence | <p>Addresses the task with strong evidence of critical thinking</p> <p>Thoughtful thesis and extensive specific support</p> <p>Strong logical pattern of development</p> <p>Coherent, unified paragraphs with a variety of transitional devices</p> | <p>Addresses the task with evidence of critical thinking</p> <p>Clear thesis and effective support</p> <p>Clear logical pattern of ideas</p> <p>Mostly coherent, unified paragraphs with transitional devices</p> | <p>Addresses the task with limited evidence of critical thinking</p> <p>Clear thesis and some support</p> <p>Adequate logical pattern of ideas</p> <p>Formulaic use of transitional devices to achieve coherence</p> | <p>Addresses the task with little evidence of critical thinking</p> <p>Weak thesis and support</p> <p>Unclear pattern of ideas</p> <p>Weak sense of coherence and unity</p> | <p>Task is addressed briefly, vaguely, or not at all, with no evidence of critical thinking</p> <p>Unclear thesis, limited support</p> <p>No logical pattern of ideas</p> <p>No sense of coherence or unity</p> |
| Grammar/Vocabulary <ul style="list-style-type: none"> Sentence structure Grammar Word choice and forms | <p>Correct and varied use of all sentence structures</p> <p>Few errors in grammar, which do not interfere with meaning</p> <p>Fluent style, with effective use of college-level vocabulary</p> | <p>Good control of varied sentence structures</p> <p>Some errors in grammar, which do not interfere with meaning</p> <p>Some fluency in style with appropriate use of most college-level vocabulary</p> | <p>Control of sentence structures with some errors.</p> <p>Errors in grammar, which do not interfere with meaning</p> <p>Errors in college-level vocabulary, which do not interfere with meaning</p> | <p>Little control of sentence structures, or mostly simple sentence structures</p> <p>Many errors in grammar, may interfere with meaning</p> <p>Some college-level vocabulary but errors interfere with meaning.</p> | <p>Mistakes with simple sentence structures</p> <p>Serious errors in basic grammar</p> <p>Many vocabulary choice errors which interfere with meaning</p> |

Appendix F: Rubrics for ESL Reading Classes

Pasadena City College / ESL Program / Reading Classes / Rubrics for SLO #1 –Vocabulary (3/09)

SLO #1: Students will define unfamiliar level-appropriate vocabulary using word forms, context clues, and an English-English dictionary.

| ESL 460 | 4=Mastery | 3=Accomplished | 2=Adequate | 1=Developing |
|--|---|--|---|---|
| <i>To identify unfamiliar vocabulary, students use:</i> -CONTEXT CLUES -WORD FORMS -ENGLISH –ENGLISH DICTIONARY | Consistently and correctly identifies unfamiliar vocabulary | Usually identifies unfamiliar vocabulary correctly | Identifies unfamiliar vocabulary correctly at least 70% of the time | Frequently identifies unfamiliar vocabulary incorrectly |

| ESL 432 | 4=Mastery | 3=Accomplished | 2=Adequate | 1=Developing |
|--|---|--|---|---|
| <i>To identify unfamiliar vocabulary, students use:</i> -CONTEXT CLUES -WORD FORMS -ENGLISH –ENGLISH DICTIONARY | Consistently and correctly identifies unfamiliar vocabulary | Usually identifies unfamiliar vocabulary correctly | Identifies unfamiliar vocabulary correctly at least 70% of the time | Frequently identifies unfamiliar vocabulary incorrectly |

| ESL 132 | 4=Mastery | 3=Accomplished | 2=Adequate | 1=Developing | 0=Inadequate |
|--|---|--|---|---|--|
| <i>To identify unfamiliar vocabulary, students use:</i> -CONTEXT CLUES -WORD FORMS -ENGLISH –ENGLISH DICTIONARY | Consistently and correctly identifies unfamiliar vocabulary | Usually identifies unfamiliar vocabulary correctly | Identifies unfamiliar vocabulary correctly at least 70% of the time | Frequently identifies unfamiliar vocabulary incorrectly | Fails to identify unfamiliar vocabulary. |

132 Summary Rubric

| ESL 132 | 4=Mastery (+) | 3=Accomplished (v +) | 2=Adequate (v) | 1=Developing (v-) | 0=Inadequate (-) |
|---------|---|---|---|---|---|
| | Uses correct, clear, original language to communicate main ideas. Includes source with correct format. Does not add any personal ideas or commentary. | Communicates most ideas clearly, correctly with original voice. Includes source though may contain format error. Does not add personal ideas or commentary. | Attempts to communicate ideas clearly in an original voice. Some language problems may cause difficulty with meaning. Clearly a summary, though source may not be clear. Does not add personal ideas. | Main ideas are not clearly or correctly communicated. May have some plagiarism. May not indicate source. May include details or personal opinion. | May be plagiarized or ideas are incorrect |

Appendix G: Rubrics for ESL Speaking and Listening Classes

Pasadena City College / ESL Program / Oral Skills Classes / Rubrics (1/10)

Pronunciation Classes

ESL 246 SLO #1: *Recognize and discriminate between American-English speech sounds and basic stress and intonation patterns in short to medium-length sentences containing elementary vocabulary.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|---|--|---|--|---|
| Recognizes and accurately discriminates most American speech sounds and basic stress and intonation patterns. | Recognizes and accurately discriminates the majority of American speech sounds and basic stress and intonation patterns, but there are still specific sounds, stress and intonation patterns that student occasionally cannot identify or distinguish. | Recognizes and accurately discriminates American speech sounds and basic stress and intonation patterns at least 70% of the time. | Recognizes and accurately discriminates some American speech sounds and basic stress and intonation patterns, but there are major inconsistencies in student's pronunciation recognition skills. | Recognizes and accurately discriminates few or no American speech sounds or basic stress and intonation patterns. |

ESL 246 SLO #2: *Produce correct American-English speech sounds and basic stress and intonation patterns in short to medium-length sentences containing elementary vocabulary.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|---|--|---|---|---|
| Accurately produces most American speech sounds and basic stress and intonation patterns. | Accurately produces the majority of American speech sounds and basic stress and intonation patterns, but there are still specific sounds, stress and intonation patterns that student occasionally cannot control. | Accurately produces American speech sounds and basic stress and intonation patterns at least 70% of the time. | Accurately produces some American speech sounds and basic stress and intonation patterns, but there are still major inconsistencies in student's pronunciation. | Accurately produces few or no American speech sounds or basic stress and intonation patterns. |

ESL 246 SLO #3: *Use phonetic symbols and phonetic transcription effectively as a tool in learning pronunciation.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|--|--|--|--|---|
| Uses phonetic symbols and phonetic transcription effectively to accomplish pronunciation tasks at least 90% of the time. | Uses phonetic symbols and phonetic transcription effectively to accomplish pronunciation tasks at least 80% of the time. | Uses phonetic symbols and phonetic transcription effectively to accomplish pronunciation tasks at least 70% of the time. | Uses phonetic symbols and phonetic transcription effectively to accomplish pronunciation tasks at least 60% of the time. | Uses phonetic symbols and phonetic transcription effectively to accomplish pronunciation less than 60% of the time. |

ESL 146 SLO #1: *Recognize suprasegmental features – phrasing, linking, stress in words and sentences, rhythm, intonation patterns, as well as reduced and blended forms – in informal conversations and sentences containing intermediate to advanced vocabulary.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|--|---|---|---|--|
| Recognizes all suprasegmental features in an academic or non-academic oral text. | Recognizes the majority of suprasegmental features in an academic or non-academic oral text, but there are still specific features that student occasionally cannot identify. | Recognizes correctly suprasegmental features in an academic or non-academic oral text at least 70% of the time. | Recognizes and accurately produces some suprasegmental features in an academic or non-academic oral text but there are major inconsistencies in student's recognition skills. | Recognizes few or no suprasegmental features in an academic or non-academic oral text. |

ESL 146 SLO #2: *Produce correct suprasegmental features – phrasing, linking, accurate stress in words and sentences, appropriate intonation patterns and rhythm, as well as reduced and blended forms – in informal conversations and sentences containing intermediate to advanced vocabulary.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|--|---|--|---|--|
| Accurately produces all or most of the suprasegmental features in an academic or non-academic rehearsed oral text. | Accurately produces the majority of suprasegmental features in an academic or non-academic rehearsed oral text, but there are still specific features that student occasionally cannot control. | Accurately produces suprasegmental features in an academic or non-academic rehearsed oral text at least 70% of the time. | Accurately produces some suprasegmental features in an academic or non-academic rehearsed oral text but there are major inconsistencies in student's pronunciation. | Produces few or no suprasegmental features in an academic or non-academic rehearsed oral text. |

ESL 146 SLO #3: *Use phonetic symbols and phonetic transcription effectively as a tool in learning pronunciation.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|--|--|--|--|---|
| Uses phonetic symbols and phonetic transcription effectively to accomplish pronunciation tasks at least 90% of the time. | Uses phonetic symbols and phonetic transcription effectively to accomplish pronunciation tasks at least 80% of the time. | Uses phonetic symbols and phonetic transcription effectively to accomplish pronunciation tasks at least 70% of the time. | Uses phonetic symbols and phonetic transcription effectively to accomplish pronunciation tasks at least 60% of the time. | Uses phonetic symbols and phonetic transcription effectively to accomplish pronunciation less than 60% of the time. |

Conversation Skills Classes

ESL 456 SLO #1: *Demonstrate aural understanding of short conversations, directions, narratives, and descriptions dealing with basic daily topics and/or elementary American cultural traditions and norms.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|--|--|--|--|---|
| Demonstrates very good understanding of level appropriate oral text that contains longer and shorter sentences and approaches natural speed. Can distinguish main ideas and details. Can answer questions about the topic, location, time, identity of the speakers and other details in the listening material. Usually no repetitions are necessary. | Demonstrates good understanding of level appropriate oral text with occasional misunderstanding of a few details. Listening once or twice is enough for understanding. Can answer most questions about the listening material. | Demonstrates adequate but still uneven understanding of level appropriate oral text that contains mostly short sentences and is spoken clearly and slowly. Identifies main ideas but misses quite a few details. Requires listening to the oral material two or three times in order to understand it. | Demonstrates minimal understanding of level appropriate oral text. Often misses main ideas and most details. Listening material must be very carefully articulated with long pauses. Requires several repetitions of the listening material. | Fails to demonstrate understanding of even short sentences except isolated words and phrases. |

ESL 456 SLO #2: *Use elementary vocabulary and intelligible pronunciation to produce spoken requests, basic courtesies, dialogues, narratives, and descriptions dealing with daily topics and/or elementary American cultural traditions and norms.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|--|--|--|---|---|
| Uses level-appropriate vocabulary with ease. Can sustain at least 2 minutes of narratives and descriptions on daily topics. Participates meaningfully in level-appropriate dialogues and can initiate requests. Uses correctly elementary American courtesies. | Uses correct vocabulary most of the time. Can produce fairly comprehensible narratives and descriptions of 1-2 minutes in length. Participates in dialogues and usually follows conventional courtesies. Can initiate many basic requests. | Vocabulary is adequate to talk in simple ways about daily topics, but occasional limitations cause some comprehension problems. Performance is uneven. Can produce narratives and descriptions of about 1 minute in length. Uses only some minimal courtesies. | Struggles to express basic ideas in English. Still relies on native language to fill in the gaps. Frequently uses wrong words. Can produce only a few very short sentences while talking about daily topics. Has problems participating in dialogs and making requests. Can be understood only with significant effort. | Vocabulary is minimal, limited to isolated words. Frequently reverts to native language to fill vocabulary gaps in English. Sentences are limited to very few words, often spoken with long pauses and/or repetitions. Student is largely incomprehensible due to limited vocabulary and frequent pronunciation mistakes. |

ESL 456 SLO #3: *Orally formulate short but complete statements and questions in simple and progressive tenses, using correct word order.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|---|---|---|---|--|
| Produces statements and questions with correct verb tenses and word order at least 90% of the time. | Produces statements and questions with correct verb tenses and word order at least 80% of the time. | Produces statements and questions with correct verb tenses and word order at least 70% of the time. | Produces statements and questions with correct verb tenses and word order at least 60% of the time. | Produces statements and questions with correct verb tenses and word order less than 60% of the time. |

ESL 446 SLO #1: *Demonstrate understanding of spoken English in low intermediate-level conversations dealing with academic and everyday situations and in simplified academic lectures and reports.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|---|---|--|---|--|
| Demonstrates very good understanding of listening material spoken at natural pace. Can distinguish main ideas from details. Can identify setting, purpose of conversations, relationship between speakers, and speakers' attitude. Can identify topic and purpose of lectures and can follow topic development. Usually no repetitions are necessary. | Demonstrates good understanding of listening material spoken at natural pace. Can identify most main ideas and majority of details. Can usually identify setting, purpose of conversations, relationship between speakers, and speakers' attitude. Can usually identify topic and purpose of lectures and can follow topic development with occasional misunderstanding of a few details. | Demonstrates adequate but still uneven understanding of listening material spoken at natural pace. Identifies some main ideas but misses quite a few details. Has some problems identifying setting, purpose of conversations, relationship between speakers, and speakers' attitude or following topic development. Requires listening to oral text two or three times in order to understand it. | Demonstrates minimal understanding of listening material spoken at natural pace. Often misses main ideas and most details. Cannot understand oral text beyond surface meaning. Requires several repetitions of oral text. | Fails to demonstrate understanding of listening material spoken at natural pace. |

ESL 446 SLO #2: *Perform low-intermediate speech acts and use basic conversation management skills for academic and everyday non-academic communication.*

| | 4=Mastery | 3=Accomplished | 2=Adequate | 1=Developing |
|-------------------------|---|--|--|---|
| Use of Expressions | The speaker uses a variety of target functional expressions with fluency and accuracy to fit the situation and accomplish the task. | The speaker uses a variety of target functional expressions to fit the situation and accomplish the task. | The speaker uses the most basic and familiar functional expressions to accomplish the task. | The speaker uses incorrect or inappropriate expressions that do not fit the situation or accomplish the task. |
| Confidence | Expresses strong confidence and has clear and audible speech throughout the situation. | Expresses confidence and has audible speech throughout the situation. | Expresses some confidence, and speech can generally be heard and understood. | Lacks confidence and requires effort to be heard or understood. |
| Nonverbal Communication | Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction. | Uses appropriate eye contact, facial expressions, and gestures that support task completion. | Uses some eye contact, gestures, and body movements to accomplish the task. | Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task. |
| Language | <ul style="list-style-type: none"> • Complete, accurate & varied sentences • Generally accurate vocabulary & word forms • Clear pronunciation and appropriate intonation | <ul style="list-style-type: none"> • Sentences mostly complete and accurate; some sentence variety • A few errors in vocabulary & word forms which do not prevent comprehension • Mostly clear pronunciation and appropriate intonation | Errors in sentence structure, vocabulary & word forms and/or pronunciation sometimes make comprehension difficult. | Errors in sentence structure vocabulary & word forms and/or pronunciation make speech incomprehensible at times. |

ESL 446 SLO #3: *Use comprehensible pronunciation and appropriate low intermediate-level spoken language in short presentations dealing with academic and everyday topics.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|--|---|---|--|--|
| Presentations are well developed, and logically organized. Pronunciation problems, if any, do not cause comprehension issues. Very few grammar or vocabulary problems. | Presentations are usually well developed and clearly organized. There are occasional comprehensibility problems due to pronunciation, grammar, and/or vocabulary. | Presentations contain adequate main points but sometimes lack relevant details for proper development. Pronunciation, grammar, and/or vocabulary problems create some comprehensibility problems. | Presentations show limited development of ideas and often lack clear organization. Frequent pronunciation, grammar, and/or vocabulary problems cause comprehension issues with most parts of the presentation. | Presentations are limited to a few simple sentences. There is minimal and/or incoherent development of ideas. Presentations are incomprehensible due to severe pronunciation, grammar, and/or vocabulary problems. |

ESL 176 SLO #1: *Demonstrate understanding of spoken English in intermediate-level conversations dealing with academic and everyday situations and in simplified academic lectures and reports.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|---|---|--|---|--|
| Demonstrates very good understanding of listening material spoken at natural pace. Can distinguish main ideas from details. Can identify setting, purpose of conversations, relationship between speakers, and speakers' attitude. Can identify topic and purpose of lectures and can follow topic development. Usually no repetitions are necessary. | Demonstrates good understanding of listening material spoken at natural pace. Can identify most main ideas and majority of details. Can usually identify setting, purpose of conversations, relationship between speakers, and speakers' attitude. Can usually identify topic and purpose of lectures and can follow topic development with occasional misunderstanding of a few details. | Demonstrates adequate but still uneven understanding of listening material spoken at natural pace. Identifies some main ideas but misses quite a few details. Has some problems identifying setting, purpose of conversations, relationship between speakers, and speakers' attitude or following topic development. Requires listening to oral text two or three times in order to understand it. | Demonstrates minimal understanding of listening material spoken at natural pace. Often misses main ideas and most details. Cannot understand oral text beyond surface meaning. Requires several repetitions of oral text. | Fails to demonstrate understanding of listening material spoken at natural pace. |

ESL 176 SLO #2 *Perform intermediate speech acts and use higher level conversation management skills for academic and everyday non-academic communication*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|---|--|---|---|---|
| Given a situation, student can identify necessary language functions and performs appropriate speech acts using clear pronunciation, a broad range of vocabulary, and correct grammar. Speaking is fluent and goes beyond rehearsed expressions | Performs appropriate speech acts in most situations. Uses a fairly broad range of vocabulary. Occasional grammatical and/or pronunciation errors usually do not lead to miscommunication. Few hesitations. | Demonstrates adequate but still uneven handling of speech acts. Performs some acts well while having problems with some others. Speaking is limited to easier rehearsed expressions and vocabulary. Some hesitations. Grammatical and/or pronunciation errors sometimes cause comprehensibility problems. | Demonstrates minimal development of speaking skills. Often uses inappropriate vocabulary for the required speech acts. Speaking is slow and labored. Grammatical and/or pronunciation problems lead to frequent miscommunication. | Even when given specific directions, student cannot perform speech acts appropriate to the situation. Severe pronunciation problems, incorrect choice of vocabulary, and/or many grammatical errors make student's speaking incomprehensible. |

ESL 176 SLO #3: *Use comprehensible pronunciation and appropriate intermediate-level spoken language in short presentations dealing with academic and everyday topics.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|--|---|---|--|--|
| Presentations are well developed, and logically organized. Pronunciation problems, if any, do not cause comprehension issues. Very few grammar or vocabulary problems. | Presentations are usually well developed and clearly organized. There are occasional comprehensibility problems due to pronunciation, grammar, and/or vocabulary. | Presentations contain adequate main points but sometimes lack relevant details for proper development. Pronunciation, grammar, and/or vocabulary problems create some comprehensibility problems. | Presentations show limited development of ideas and often lack clear organization. Frequent pronunciation, grammar, and/or vocabulary problems cause comprehension issues with most parts of the presentation. | Presentations are limited to a few simple sentences. There is minimal and/or incoherent development of ideas. Presentations are incomprehensible due to severe pronunciation, grammar, and/or vocabulary problems. |

ESL 136 SLO #3: *Demonstrate aural comprehension of academic and non-academic spoken English by identifying main ideas and details in fluent natural speech in films, broadcast-media programs, and/or other types of recordings exemplifying and/or analyzing American culture.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|--|--|--|--|--|
| Demonstrates aural comprehension of academic and non-academic spoken English in fluent natural speech 90% of the time. | Demonstrates aural comprehension of academic and non-academic spoken English in fluent natural speech 80% of the time. | Demonstrates aural comprehension of academic and non-academic spoken English in fluent natural speech 70% of the time. | Demonstrates aural comprehension of academic and non-academic spoken English in fluent natural speech 60% of the time. | Demonstrates aural comprehension of academic and non-academic spoken English in fluent natural speech less than 60% of the time. |

ESL 136 SLO #2: *Demonstrate successful use of strategies to interact with native speakers of English in order to gather information regarding American culture.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|---|-----------------|---|---------------|---|
| Employs a full range of strategies to complete interviews successfully. | | Employs basic strategies to complete interviews successfully. | | Employs minimal or no strategies to complete interviews successfully. |

ESL 136 SLO #3: *Using presentations, reports, and discussions, describe and compare cultural views, lifestyles, and current or historical events in the United States with reference to the student's native culture.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|--|---|---|--|---|
| Presentations are well developed, elaborated, and logically organized. Student presents a variety of relevant details to support | Presentations are usually well developed and clearly organized. Student presents relevant details to support descriptions and/or comparisons. | Can talk about American culture and history and compare this information with aspects of student's native culture and | Presentations show limited development of ideas and often lack clear organization. Comparisons and/or descriptions are superficial and | Cannot describe or compare aspects of American culture and history with those of student's native country beyond a few simple |

| | | | | |
|--|--|---|--|--|
| descriptions and/or comparisons that reveals an in-depth knowledge of fundamental aspects of American culture and history. Pronunciation problems, if any, do not cause comprehension issues. Very few grammar or vocabulary problems. | There are occasional problems with clarity of ideas. Occasional comprehensibility problems due to pronunciation, grammar, and/or vocabulary. | history, but comparisons and/or descriptions are sometimes shallow, one-sided and/or lack relevant details . Pronunciation, grammar, and/or vocabulary problems create some comprehensibility problems. | simplistic. Presentations are too short and reveal a rather limited grasp of the course topics. Frequent pronunciation, grammar, and/or vocabulary problems cause comprehension issues with important parts of the presentation. | sentences. Shows minimal and/or incoherent development of ideas in reports. Presentations are incomprehensible due to severe pronunciation, grammar, and/or vocabulary problems. |
|--|--|---|--|--|

Another rubric for SLO #3

| | 4=Mastery | 3=Accomplished | 2=Adequate | 1=Developing |
|----------------------------|---|--|---|---|
| Comparison and Description | Speaker analyzes cultural differences by giving a very thorough and balanced description and comparison with strong supporting details and examples. | Speaker gives a thorough and balanced description and comparison of cultures with supporting details and examples. | Speaker gives a balanced description and comparison of cultures with some supporting details and examples. | Speaker gives a superficial and/or unbalanced description and comparison of cultures that is lacking supporting details and examples |
| Confidence and Delivery | <ul style="list-style-type: none"> • Relaxed, very self-confident • Builds trust & holds attention by very appropriate eye contact and use of gestures • Fluctuation in volume & inflection consistently help to maintain interest and emphasize important ideas | <ul style="list-style-type: none"> • Fairly confident • Uses appropriate eye contact and gestures • Fluctuation in volume & inflection often helps to maintain interest and emphasize important ideas | <ul style="list-style-type: none"> • Quick recovery from minor mistakes • Fairly consistent use of direct eye contact and gestures • Satisfactory variation of volume and inflection | <ul style="list-style-type: none"> • Some tension or indifference to listeners • Occasional eye contact for short periods of time; few gestures • Uneven volume with little or no inflection |
| Language | <ul style="list-style-type: none"> • Complete, accurate & varied sentences • Generally accurate vocabulary & word forms • Clear pronunciation and appropriate intonation | <ul style="list-style-type: none"> • Sentences mostly complete and accurate; some sentence variety • A few errors in vocabulary & word forms which do not prevent comprehension • Mostly clear pronunciation and appropriate intonation | <ul style="list-style-type: none"> • Errors in sentence structure, vocabulary & word forms and/or pronunciation & intonation sometimes make comprehension difficult. | <ul style="list-style-type: none"> • Errors in sentence structure vocabulary & word forms and/or pronunciation & intonation make speech incomprehensible at times |

ESL 106 SLO #1: *Identify and analyze organizational strategies and analyze the development of thought within longer academic lectures and discussions.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|---|--|---|---|---|
| Demonstrates very good understanding of organizational strategies and the development of thought within academic lectures and discussions spoken at natural pace. Can distinguish stated or implied main ideas from details. Can identify a speaker's purpose, point of view, use of evidence, points of emphasis, or tone. Usually no repetitions are necessary. | Demonstrates good understanding of organizational strategies and the development of thought within academic lectures and discussions spoken at natural pace. with occasional misunderstanding of a few details. Listening once or twice is enough for understanding. Can answer most questions about the listening material. | Demonstrates adequate but still uneven understanding of organizational strategies and the development of thought within academic lectures and discussions spoken at natural pace. Identifies main ideas but misses quite a few details. Has some problems inferring meaning from context, point of view and tone. Requires listening to the oral material two or three times in order to understand it. | Demonstrates minimal understanding of organizational strategies and the development of thought within academic lectures and discussions spoken at natural pace. Often misses main ideas and most details. Requires several repetitions of the listening material. | Fails to demonstrate understanding of organizational strategies and the development of thought within academic lectures and discussions spoken at natural pace. |

ESL 106 SLO #2: *Take effective notes during academic lectures and discussions.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|--|---|---|---|--|
| Notes include all main ideas and all or almost all relevant details presented. Notes are legible and neat. Visual formatting clearly shows the flow of presented ideas and relationships between them. A variety of note taking devices such as abbreviations, symbols, paraphrase, and summary are used consistently. | Notes include all or almost all main ideas and the majority of relevant details presented. Notes are mostly legible and neat. Visual formatting shows the flow of presented ideas and relationships between them most of the time. Several note taking devices such as abbreviations, symbols, paraphrase, and summary are used most of the time. | Notes include most main ideas and some relevant details presented. Notes may not be consistently legible and neat. Visual formatting often shows the flow of presented ideas and relationships between them. Some note taking devices such as abbreviations, symbols, paraphrase, and summary are used, but not consistently. | Notes include only a few main ideas and often miss relevant details presented. Notes may not be consistently legible and neat. There is little visual formatting or it doesn't clearly show the flow of presented ideas and relationships between them. Only a few note taking devices such as abbreviations, symbols, paraphrase, and summary are used. Notes look more like a dictation activity. | Notes miss most main ideas and all or almost all relevant details presented. Notes may be illegible. There is no visual formatting to show the flow of presented ideas and relationships between them. The ideas are usually misrepresented. Few or no note taking devices such as abbreviations, symbols, paraphrase, and summary are used. |

ESL 106 SLO #3: *Demonstrate successful use of appropriate research, preparation, and delivery strategies in oral presentations and discussions on academic topics.*

| 4= Mastery | 3= Accomplished | 2= Adequate | 1= Developing | 0= Inadequate |
|--|---|--|--|--|
| Presentations are well developed, elaborated, and logically organized. Student presents a variety of relevant details to support main ideas. Student uses excellent eye contact. Pronunciation problems, if any, do not cause comprehension issues. Very few grammar or vocabulary problems. | Presentations are usually well developed and clearly organized. Student presents relevant details to support main ideas. There are occasional problems with clarity of ideas. Student maintains eye contact through most of the presentation. Occasional comprehensibility problems due to pronunciation, grammar, and/or vocabulary. | Presentations show basic development of ideas with some details supporting them. Elaboration is inconsistent and there are some problems with clarity. Student tries to maintain good eye contact but is not always successful. Pronunciation, grammar, and/or vocabulary problems create some comprehensibility problems. | Presentations show limited development of ideas and often lack clear organization. Reports are too short and reveal a rather limited grasp of the topic. Student uses eye contact inconsistently. Frequent pronunciation, grammar, and/or vocabulary problems cause comprehension issues with important parts of the presentation. | Shows minimal and/or incoherent development of ideas in oral presentations. Presentations are too short to adequately cover the assigned topic. Student uses poor eye contact and/or reads from a script. Presentations are incomprehensible due to severe pronunciation, grammar, and/or vocabulary problems. |