



**PROGRAM REVIEW – CURRICULUM REVIEW**  
2015-16

**English as a Second Language**

Courses with CID Designation			
Course Name	CID #	CID Name	COR Effective Term
N/A			

Dual Listed Courses	
Course Name	Dual Listed
N/A	

List of Active Courses offered or not offered in the last 3 years									
Course Name	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
ESL G011		X	X		X	X			
ESL G012		X	X		X	X			
ESL G013		X	X		X	X			
ESL G021		X	X		X	X		X	X
ESL G022		X	X		X	X		X	X
ESL G023		X	X		X	X		X	X
ESL G031		X	X		X	X		X	X
ESL G032		X	X		X	X		X	X
ESL G033		X	X		X	X		X	X
ESL G041		X	X		X	X		X	X
ESL G042		X	X		X	X		X	X
ESL G043		X	X		X	X		X	X
ESL G051		X	X		X	X		X	X
ESL G052		X	X		X	X		X	X
ESL G053		X	X		X	X		X	X
ESL G061		X	X	X	X	X	X	X	X
ESL G062		X	X		X	X		X	X
ESL G063		X	X		X	X		X	X
ESL G071		X	X	X	X	X	X	X	X
ESL G073									



## PROGRAM REVIEW – SLO ASSESSMENTS 2015-16

### English as a Second Language

*\*Assessment status reflects assessments between Fall 2013 through Summer 2015*

**Assessment status for courses with active cSLOs**

Course Name	# of cSLOs	# of cSLOs Assessed	Status
ESL G011	3	2	↔
ESL G012	3	2	↔
ESL G013	3	2	↔
ESL G021	3	3	↑
ESL G022	4	4	↑
ESL G023	3	2	↔
ESL G031	3	3	↑
ESL G032	4	3	↔
ESL G033	3	3	↑
ESL G041	3	3	↑
ESL G042	4	3	↔
ESL G043	4	4	↑
ESL G051	4	4	↑
ESL G052	5	4	↔
ESL G053	5	4	↔
ESL G061	4	4	↑
ESL G062	5	4	↔
ESL G063	5	4	↔
ESL G071	4	4	↑
ESL G073	4	0	↓

- ↑ Fully assessed
- ↔ Partially assessed
- ↓ No assessment

**Courses with cSLOs that still needs to be assessed**

Course Name	cSLO #	cSLO
ESL G011	cSLO 3	Produce short answers to information questions on a level-appropriate text.
ESL G012	cSLO 3	Produce short responses to comprehension questions from a level-appropriate reading passage.
ESL G013	cSLO 2	Produce three sentences giving personal information about himself/herself.
ESL G023	cSLO 1	Recognize the main idea of a level-appropriate listening text when given a list of choices.
ESL G032	cSLO 4	Use learned level-appropriate vocabulary in new contexts and discussions on readings.
ESL G042	cSLO 3	Make simple inferences in a level-appropriate text when given a list of choices.
ESL G052	cSLO 3	Apply context clues to predict meanings of words.
ESL G053	cSLO 4	Produce simple short reports organized as description and process.
ESL G062	cSLO 4	Recognize simple inferences on abstract topics in a level-appropriate text.
ESL G063	cSLO 2	Recognize inferences on concrete, cultural, and abstract topics in a level-appropriate text.
ESL G073	cSLO 1	Identify and explain the supporting details for the main ideas of various parts of a level-appropriate listening text.
ESL G073	cSLO 2	Recognize inferences on concrete, cultural, and abstract topics in a level-appropriate text.
ESL G073	cSLO 3	Present an unscripted talk from notes for three to five minutes organized as description, narration or process.
ESL G073	cSLO 4	Demonstrate a good ability to take notes from a variety of interdisciplinary topics and documentaries and share the information with each other in groups.

## Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
ESL G011	cSLO 1	2013 - 2014 (Fall 2013)	The students who were deficient in this area need more writing practice, and a better understanding of the subject + verb structures.
ESL G011	cSLO 2	2013 - 2014 (Spring 2014)	No students were deficient in the area of simple present and/or present continuous. However, one score appeared to be at the borderline between the current level and the next level, which means this student may need to review or practice writing a bit more.
ESL G012	cSLO 1	2013 - 2014 (Spring 2014)	The planned curriculum and teaching methodology are clearly effective and level-appropriate. No changes are suggested since the students are successfully mastering this particular Student Learning Outcome.
ESL G012	cSLO 2	2013 - 2014 (Fall 2013)	The students who were deficient in this area need more reading/writing practice, and more time in learning new vocabulary.
ESL G013	cSLO 1	2013 - 2014 (Fall 2013)	I will continue on with the same teaching style and planned curriculum since the students are successfully meeting the SLOs.
ESL G013	cSLO 3	2013 - 2014 (Spring 2014)	As mentioned above, the analysis of such a small set of data is difficult. However, it is clear that listening comprehension must be practiced and checked at the lowest of ESL levels. Certainly, the type of questions that students are required to answer at this level makes a huge difference. Instructors must make sure that the questions that are set do not require an advanced vocabulary. An inability to spell even basic words was a problem. In some cases, responses could not be understood because of basic writing flaws. Next time, both written and verbal responses may be beneficial.
ESL G021	cSLO 1	2014 - 2015 (Fall 2014)	The planned curriculum and teaching methodology are clearly effective and level-appropriate. No changes are suggested since the students are successfully attaining this particular Student Learning Outcome.
ESL G021	cSLO 1	2013 - 2014 (Fall 2013)	The students who were deficient in this area need more writing practice, and a better understanding of simple present and present progressive verb tenses, coordination, and past tense verbs.
ESL G021	cSLO 2	2014 - 2015 (Spring 2015)	Low-level ESL students struggle with main ideas especially as ideas and vocabulary become more complex. They tend to focus on word meanings rather than overall text meanings. It is a hard habit to break. From these results, continued practice will likely need to focus on differentiating between plot details and main ideas so that students can ascertain the difference. Many incorrect responses occurred when students tried to focus on translating each word of text as opposed to paying attention to more general themes and ideas.
ESL G021	cSLO 3	2013 - 2014 (Spring 2014)	The two students who were deficient in this area need to have a better understanding of simple present and present progressive verb tenses, as well as subject + verb structures. These areas can be improved through more writing practice.
ESL G022	cSLO 1	2013 - 2014 (Spring 2014)	The curriculum and teaching methodology are clearly effective and level-appropriate. No changes are necessary or suggested at this time for this particular Student Learning Objective.
ESL G022	cSLO 2	2014 - 2015 (Fall 2014)	The students who were deficient in this area would need more reading practice, more time in learning grammar, and especially increasing their vocabulary in order to help them understand the major events that happened in the story.
ESL G022	cSLO 3	2014 - 2015 (Spring 2015)	The curriculum and teaching methodology are clearly effective and level-appropriate. No changes are necessary or suggested at this time for this particular Student Learning Objective.
ESL G022	cSLO 4	2013 - 2014 (Fall 2013)	I had hoped that more of the ESL 022 students would have "mastered" (85% or higher accuracy) this particular SLO. More practice on generating their own sentences using learned vocabulary will be worked into the curriculum.
ESL G023	cSLO 2	2014 - 2015 (Spring 2015)	The students struggle with verb tenses at all levels of ESL. Continued work on the grammatical structures of basic verb tenses must remain a fundamental focus of the ESL department. However, consistent pronunciation practice MUST support these efforts so that students can make the connection between oral and written language.
ESL G023	cSLO 3	2014 - 2015 (Fall 2014)	Based upon student pronunciation difficulties, key phonetic sounds have been identified that can be the focus for more intensive repetition via read aloud exercises.

## Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
ESL G023	cSLO 3	2013 - 2014 (Fall 2013)	Given that the students performed well on this SLO, little change is necessary. However, given that this SLO was tested in week 9 of the semester, it will be interesting to see if this specific vocabulary and pronunciation can be retained longterm.
ESL G023	cSLO 3	2013 - 2014 (Spring 2014)	The students struggle with main ideas at all levels of ESL especially as ideas and vocabulary become more complex. From these results, continued practice will likely need to focus on differentiating between plot details and main ideas so that students can ascertain the difference. The incorrect responses occurred when students tried to focus on translating each word of text as opposed to paying attention to more general themes and ideas.
ESL G031	cSLO 1	2014 - 2015 (Fall 2014)	As a result of this assessment, to continue to improve student learning, it is advisable to focus on consistent basic verb tense usage in controlled oral and written activities. Furthermore, verb tense editing strategies should be widely used in order to increase student's awareness.
ESL G031	cSLO 1	2013 - 2014 (Fall 2013)	The ESL Department considers the evaluation of verb tenses to be a very important aspect of composition skills. As such, it will continue to make this a priority as an SLO.
ESL G031	cSLO 2	2013 - 2014 (Spring 2014)	We think that the curriculum and teaching methodology are clearly effective and level-appropriate and that no changes are necessary or suggested at this time for this particular Student Learning Objective.
ESL G031	cSLO 3	2014 - 2015 (Spring 2015)	Reading materials that equally suit all the students of an ESL class that contains a wide variety of students of different ages and nationalities are very difficult to find. The students need materials that are both interesting but also neither too easy nor too challenging. That is why a variety of short readings were given over five weeks. That way a broader sampling of each student's capabilities can be discovered. We will not change that part of the process. However, it would be good to develop on-campus resources, which we could refer the students to when they need extra help.
ESL G032	cSLO 1	2014 - 2015 (Fall 2014)	No changes are planned at this time given the results. However, for teaching purposes, it should be noted that students should now be challenged to provide their own responses for main idea rather than rely on a list of choices. This will be brought to the attention of the ESL department.
ESL G032	cSLO 1	2013 - 2014 (Fall 2013)	Students need more practice with main idea on an ongoing basis.
ESL G032	cSLO 2	2014 - 2015 (Spring 2015)	The students who were deficient in this area would need more time to practice reading, writing, and learning new vocabulary to help them understand major events, and be able to recall details that happen in the story.
ESL G032	cSLO 3	2013 - 2014 (Spring 2014)	The class is generally doing well, and we will continue to work on picking up on grammatical cues in the reading and using the grammar as a tool in reading comprehension.
ESL G033	cSLO 1	2014 - 2015 (Spring 2015)	I would not make any changes to this process. The process lends itself well to the success of the students. It is ongoing and testing results are cumulative; therefore, students who are not doing well are able to receive feedback right away, and are directed to resources and study plans that will assist them with their improvement. Doing the short speeches in small groups to assess knowledge of main ideas also helps the students become more comfortable with speaking English aloud in the company of others.
ESL G033	cSLO 2	2013 - 2014 (Spring 2014)	Focused, conscientious personal study is necessary to master pronunciation. To do that students are recorded in class with the teacher's comments and corrections and required to go home, listen to themselves, compare it to the teacher, fill in a questionnaire and then record themselves further and listen on their own. I have found this to be a good process and will continue it. The trick is getting the students to do the work at home, so in addition, I will have them record and repeat TV shows and compare their own pronunciation to the actors' pronunciations.
ESL G033	cSLO 3	2014 - 2015 (Fall 2014)	Focused, conscientious personal study is necessary to master pronunciation. Students are recorded in class with the teacher's comments and corrections. Then, they listen to themselves, compare it to the teacher, fill in a questionnaire and then record themselves

## Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
			further and listen on their own. More importantly, students need the opportunity to practice with native speakers. Currently the college has a very underdeveloped volunteer "Conversation Lab." Only one participant can really be depended on each semester. WE SHOULD EXPAND THE PROGRAM. Give an instructor release time to find and then train community volunteers to develop the program. The students love it and so do the community volunteers.
ESL G033	cSLO 3	2013 - 2014 (Fall 2013)	Personal study time is necessary to master the vocabulary and assimilate it into everyday use. As a result of this work, I have decided to implement a more hands-on rigorous monitoring of the students' work. They will be given 3x5' mini spiral notebooks paid for with materials fees. With them the students will be required to create vocabulary study booklets which include meanings, grammar usage, forms and an actual sentence which students will be required to memorize and reproduce in a real conversation with a real person from their lives.
ESL G041	cSLO 1	2014 - 2015 (Spring 2015)	It is apparent that students need more concentrated instruction on the use of verb tense forms in written English. The use of correct verb tense forms is critical to appropriate time referencing in their writing. Instruction that focuses on the SLO will be implemented as part of the curriculum. The students will complete specific lessons aimed to increase the understanding of the correct uses of verb tense forms.
ESL G041	cSLO 1	2013 - 2014 (Fall 2013)	English verb tenses are difficult for the majority of GWC's ESL students to master because many students experience heavy first language (Vietnamese) interference, which is a language that does not use verb forms to indicate past, present, perfect and future. Also, those students live in isolated communities, severely limiting their opportunities to practice. Requiring students to utilize practice sessions of verb forms in supplemental learning resources (Writing Center, computer lab, conversation lab) might help solve the problem of limited practice.
ESL G041	cSLO 2	2013 - 2014 (Spring 2014)	It is apparent that students need more concentrated instruction on the form and use of the basic clause structures in written English. Their comprehension of independent and dependent clauses is critical to sentence compounding and coordination. The ability to distinguish dependent and independent ideas and to use appropriate punctuation should be a focus for instructors at this level and would even constitute an appropriate SLO for this level.
ESL G041	cSLO 3	2014 - 2015 (Fall 2014)	Control of the punctuation rules and nuanced meanings of coordinating conjunctions, conjunctive adverbs and subordinating conjunctions is difficult for the majority of GWC's ESL students to master as the punctuation rules are very different from in their native languages, especially with use of commas and semi-colons. Also, the subtle differences between the meanings of many conjunctions can be difficult for non-native English writers to master. Requiring students to practice in the Writing Center might help. However, it seems that funding for special Writing Center Classes and Workshops on this topic as well as many other writing-related topics has all but disappeared. For the last couple of semesters the workshops have been severely cut or not offered at all. One wonders how to address writing problems such as this one and many others if funding for campus academic support programs, such as the Writing Center, are being cut rather than increased.
ESL G042	cSLO 1	2014 - 2015 (Spring 2015)	The planned curriculum and teaching methodology are clearly effective and level-appropriate since the students are successfully meeting this Student Learning Outcome. No changes are recommended.
ESL G042	cSLO 1	2013 - 2014 (Fall 2013)	More work with getting the main idea needs to be done throughout the semester.
ESL G042	cSLO 2	2014 - 2015 (Fall 2014)	While the results were good on this SLO, all activities in this class MUST give students the opportunity to develop their critical thinking skills.
ESL G042	cSLO 4	2013 - 2014 (Spring 2014)	The planned curriculum and teaching methodology are clearly effective and level-appropriate since the students are successfully meeting this Student Learning Outcome. No changes are recommended.

## Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
ESL G043	cSLO 1	2013 - 2014 (Fall 2013)	The assessment in the future should count only those responses to questions directly related to the SLO.
ESL G043	cSLO 2	2014 - 2015 (Spring 2015)	Continued practice listening exercises for the students combined with vocabulary and pronunciation instruction and exercises
ESL G043	cSLO 3	2013 - 2014 (Spring 2014)	One of the first things the two instructors did when going over the results was to write some examples on the board of various inferences that could be made based on the listening text. This helped students to improve their learning and could be done during the classes more in the future. However, instructors also noticed that the students who had the most trouble with vocabulary and phrases that would be used in the listening text were also the students who got lower scores on the test. Perhaps, pre-teaching the vocabulary more in-depth before the test could have helped, but to some extent, those less successful students may need to be at a lower level and were perhaps improperly placed or passed on by previous instructors. That is an ongoing issue with all large language learning programs which must rely on computer testing for placement due to financial restrictions.
ESL G043	cSLO 4	2014 - 2015 (Fall 2014)	Given the results, no further changes are deemed necessary at this time for this SLO. Like all.
ESL G051	cSLO 1	2013 - 2014 (Spring 2014)	The instructors will plan lessons to include teaching points relevant to the SLOs earlier in the semester so that the student learning of each SLO may be tested with more accuracy. Also, student knowledge and use of the SLO can be reinforced more during the progression of the semester. Finally, when multiple instructors are teaching the same level, it might be appropriate to have those instructors meet at the midway point—time of the mid-semester writing—discuss continued teaching of the SLO and then together give another SLO test at the end of the semester.
ESL G051	cSLO 2	2013 - 2014 (Fall 2013)	When reviewing the results of the assessment, we believe that emphasizing the use of the object of the “active” sentence in the subject position in the “passive” sentence along with memorizing the past participle forms of verbs will be beneficial. In addition, verb tenses present a problem when converting to passive voice particularly when dealing with anything other than simple past and simple present and this merits extra attention.
ESL G051	cSLO 3	2014 - 2015 (Fall 2014)	Keep working on these grammar items and keep practicing until these skills become more automatic.
ESL G051	cSLO 4	2014 - 2015 (Spring 2015)	Review and practice adjective clauses more.
ESL G052	cSLO 1	2013 - 2014 (Fall 2013)	It is important to introduce the students to a variety of texts at various levels and practice a variety of reading strategies, especially in recognition of correct word meanings. More emphasis will be given to paraphrasing without looking at the text. That is, the students must be able to report on the content and main ideas of what they read without actually looking at the text during the reporting process. Too often students copy or report without realizing what they are copying/reporting. Also, emphasis on recognizing the components of paragraph structure will help.
ESL G052	cSLO 2	2014 - 2015 (Fall 2014)	It is important to introduce the students to a variety of texts at various levels and practice a variety of reading strategies, especially in recognition of correct word meanings. The students need to practice summarizing the content and main ideas of what they read without actually looking at the text, so they really need to understand it. Too often students copy while doing summaries—and often without even understanding what they are copying. It would be VERY HELPFUL TO DEVELOP WRITING CENTER SYLLABI OF VARIOUS LEVELS WHICH FOCUS ENTIRELY ON THE SUBTLE DIFFERENCES BETWEEN PARAPHRASING, SUMMARIZING AND QUOTING. Those abilities require very sophisticated language ability and must be mastered systematically from simple to more challenging texts. But if the very existence of the GWC Writing Center is under threat, ... What to do?
ESL G052	cSLO 4	2013 - 2014 (Spring 2014)	Inference requires key analytical skills relying heavily on prediction and the application of critical thought. This SLO shows that more practice with inference is necessary. While students were moderately successful in identifying inferences based on passages from

## Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
			their text, they really struggle when asked to provide their own inferences without a list of alternatives. Although students are required to provide their own inference content in ESL 062, It may be a good idea to practice this skill at the lower reading levels with the expectation of level-appropriate responses.
ESL G052	cSLO 5	2014 - 2015 (Spring 2015)	For language learners, academic vocabulary for college survival presents an extreme challenge The results show that by focusing on specific vocabulary, students can learn usage quite successfully. However, these results must be tempered by the fact that there is an overwhelming number of English words that they must come to grips with and that one semester of vocabulary study barely scratches the surface!
ESL G053	cSLO 1	2014 - 2015 (Spring 2015)	The students who were deficient in this area would need more time to practice listening and practice a variety of types of listening. Many also need to do more practice on their own.
ESL G053	cSLO 2	2013 - 2014 (Fall 2013)	I think from this practice, the students learned a valuable lesson about the value of taking copious notes and not relying on a few mere chicken scratches on the paper and their memory to do the job of notes. I will do such practice again in the future. I also think in general for this class, and for all our ESL classes with more than one section, there needs to be more coordination between the teachers on how the skill in question is going to be taught. I also think there needs to be more practice on all the SLOs for a course from the get go so that the SLO assessment should not come as a total surprise.
ESL G053	cSLO 3	2013 - 2014 (Spring 2014)	From this practice, the students learned a valuable lesson about understanding exactly what a question is asking and distinguishing factual information from inferred information. We will practice it more in the future. In general for this class, and for all our ESL classes with more than one section, there needs to be more coordination between the teachers on how the skill in question is going to be taught.
ESL G053	cSLO 5	2014 - 2015 (Fall 2014)	During in-class practice sessions, students are recorded in class with the teacher's comments and corrections. Then, they listen to themselves, compare it to the teacher, fill in a questionnaire and then record themselves further and listen on their own.** More importantly, students need the opportunity to practice with native speakers. Currently the college has a very underdeveloped volunteer "Conversation Lab." Only one participant, 'Jack,' a community retiree, can really be depended on each semester. WE SHOULD EXPAND THE PROGRAM. Give an instructor release time to find and then train more community volunteers to develop the program. The students love it and so do the community volunteers. Also, such a program helps build community connections to the college as well as between new immigrants and long-time Orange County residents.
ESL G061	cSLO 1	2013 - 2014 (Spring 2014)	The students will continue reviewing the correct usage of basic verb tenses and perfect tenses throughout the semester since they are an essential part of good writing at this level. Students will get more practice using all these structures in their own writing and in peer reviews of their writings. SLO evaluators will examine more clearly defined parameters for identifying a student's "score" on meeting the targeted SLO.
ESL G061	cSLO 2	2014 - 2015 (Fall 2014)	An attempt will be made in the first week of the semester to identify, based on their writing ability, students who may have been misplaced into this level and to encourage them to either register into a more appropriate level or to enroll in supplemental instruction in the Learning Resource Center.
ESL G061	cSLO 3	2014 - 2015 (Summer 2014)	It is difficult to assess future changes to this course without acknowledging it is a 6-week summer semester requiring all the same material be taught as in a 16-week semester. The class meets four days a week and is very intense. Also, language acquisition at higher levels is a demanding, comprehensive process that takes place at greatly varying speeds based on the student. Only students who are already well prepared and completely devoted to non-stop studying with minimal extra-curricular responsibilities can pass a summer semester basic skills language course. Thoroughly apprising students of those challenges and providing more outside help, such as SUMMER WRITING CENTER HOURS and EXTRA TUTORING are the best things we could do to insure greater success in the summer semester.

## Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
ESL G061	cSLO 3	2013 - 2014 (Fall 2013)	A review of the responses below the competency level shows that students need more practice using this targeted grammar structure, thus leading to an adjustment in the course calendar to introduce it earlier in the semester to allow student the additional practice that they need.
ESL G061	cSLO 4	2014 - 2015 (Summer 2014)	It is difficult to assess future changes to this course without acknowledging it is a 6-week summer semester requiring all the same material be taught as in a 16-week semester. The class meets four days a week and is very intense. Also, language acquisition at higher levels is a demanding, comprehensive process that takes place at greatly varying speeds based on the student. Only students who are already well prepared and completely devoted to non-stop studying with minimal extra-curricular responsibilities can pass a summer semester basic skills language course. Thoroughly apprising students of those challenges and providing more outside help, such as SUMMER WRITING CENTER HOURS and EXTRA TUTORING are the best things we could do to insure greater success in the summer semester.
ESL G061	cSLO 4	2014 - 2015 (Spring 2015)	Again, I would not make any changes to the process of starting the students with the grammatical structure at the sentence level and then working up to paragraphs and short essays. That is appropriate for this level and lends itself well to the success of the students as they receive immediate feedback and are directed to resources and study plans that will assist them with their improvement.
ESL G062	cSLO 1	2013 - 2014 (Fall 2013)	I will continue to work with them on understanding the main idea of a text.
ESL G062	cSLO 2	2014 - 2015 (Fall 2014)	Summarizing is a skill that needs to be practiced regularly. If courses such as Bio 182 are demanding it, then students need to practice it every chance they get.
ESL G062	cSLO 3	2013 - 2014 (Spring 2014)	I will continue to work on vocabulary in context and will develop more sentence-level exercises to help them.
ESL G062	cSLO 5	2014 - 2015 (Spring 2015)	Keep giving them more opportunities to practice.
ESL G063	cSLO 1	2014 - 2015 (Fall 2014)	What we are doing is working, so we plan on keeping up the good work.
ESL G063	cSLO 3	2014 - 2015 (Spring 2015)	I have learned that taking the students more carefully through the research and vocabulary development process will make the results more favorable. They could develop required vocabulary journals related to each topic as well as summaries of information on each topic. Also, they could practice giving the presentations in small groups and constructively critique on another.
ESL G063	cSLO 4	2013 - 2014 (Fall 2013)	Students will get more practice in public speaking presenting a variety of topics within the prescribed time, and using their findings from the research they do to on the different topics they are assigned.
ESL G063	cSLO 5	2013 - 2014 (Spring 2014)	Students will get more practice in public speaking presenting a variety of topics within the prescribed time using new vocabulary with good and understandable pronunciation. Minimal pair exercises activities, surveys and questions using key vocabulary seem to help them improve their diction.
ESL G071	cSLO 1	2014 - 2015 (Fall 2014)	Practice more grammar in the class.
ESL G071	cSLO 2	2013 - 2014 (Spring 2014)	The teaching of paragraph structure is something we do from the lower levels of ESL and continue to teach and reinforce throughout the program. It is a regular part of the 71 curriculum, and we will continue to teach it. With a 92% success rate, we don't feel that any change in teaching methodology is necessary.
ESL G071	cSLO 3	2014 - 2015 (Summer 2014)	It is difficult to assess future changes to this course without acknowledging it is a 6-week summer semester requiring all the same material be taught as in a 16-week semester. The class meets four days a week and is very intense. Also, language acquisition at higher levels is a demanding, comprehensive process that takes place at greatly varying speeds based on the student. Only students who are already well prepared and completely devoted to non-stop studying with minimal extra-curricular responsibilities can pass a

## Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
			summer semester basic skills language course. Thoroughly apprising students of those challenges and providing more outside help, such as SUMMER WRITING CENTER HOURS and EXTRA TUTORING are the best things we could do to insure greater success in the summer semester.
ESL G071	cSLO 3	2014 - 2015 (Spring 2015)	Give them more grammar, particularly in the form of sentence combination exercises in the form of team competition. I have noticed that has a very positive effect on their sentence structure. What is frustrating is that out of 75 students, at mid-semester, only 40% were writing at the 71 level; 47% at the 61 level; 11% at the 51 level; and 3% at the 41 level. I suspect there is something wrong either with how they are being placed and/or how they are being passed up. (Of course, it would definitely help if they were more diligent in doing their homework.) Given that we have been doing this norming for nearly 20 years, and given that they are placed in a writing class based on a grammar test, I suspect the problem lies more in placement. We are investigating ways to improve this.
ESL G071	cSLO 4	2014 - 2015 (Summer 2014)	It is difficult to assess future changes to this course without acknowledging it is a 6-week summer semester requiring all the same material be taught as in a 16-week semester. The class meets four days a week and is very intense. Also, language acquisition at higher levels is a demanding, comprehensive process that takes place at greatly varying speeds based on the student. Only students who are already well prepared and completely devoted to non-stop studying with minimal extra-curricular responsibilities can pass a summer semester basic skills language course. Thoroughly apprising students of those challenges and providing more outside help, such as SUMMER WRITING CENTER HOURS and EXTRA TUTORING are the best things we could do to insure greater success in the summer semester.
ESL G071	cSLO 4	2013 - 2014 (Fall 2013)	Since most of the problems come from one section, that teacher is planning on allotting more time to work on the conditional—more review and more writing practice. Noun clauses are a matter of constant review. Students will continue to be given assignments that encourage them to practice, practice, practice using noun clauses and untrue conditionals.