

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

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

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