Assessment Date: __November 18, 2013_________________________

Faculty Name(s): ___Mary V. Curtis, Leslie Payne__________________________

1. Course Name and Number:
   ESL 183 LS

2. All Course SLOs from the Course Outline of Record:
   The student will:
   1. Produce sentences and chunks of discourse in speech of 250-350 words in assigned
topics with a particular focus on verb tenses, correct word form choice, intermediate
level sentence patterns, and subordination and coordination in sentence combining.

   2. Respond to questions and discuss topics addressed in class and or related to his/her own
life with increasing comprehensibility.

   3. Identify main ideas and isolate specific details in a variety of types of listening passages
including one on one conversations, small group discussions, and short lectures.

   4. Successfully accomplish given authentic tasks and projects requiring oral/aural
communication skills out in the campus and local community.

3. Specific Course SLO(s) assessed as part of this project:
4. Successfully accomplish given authentic tasks and projects requiring oral/aural communication skills out in the campus and local community.

4. Will this SLO assessment count toward GE Plan A?  ___Yes  ___x_ No

If Yes, identify what area:  ___Area I Natural Sciences  ___Area II Social and Behavioral Sciences  ___Area III Fine Arts/Humanities  ___Area IV Language and Rationality  ___Area V Physical Education/Wellness  ___Area VI Intercultural/International Studies

Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):

5. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.)

ESL 183 LS, SLO #4, “Successfully accomplish given authentic tasks and projects requiring oral/aural communication skills out in the campus and local community.” This SLO really sums up what we hope our students will be able to do after completing the ESL LS sequence. The authentic task in this case is, of course, the ability to listen to a college lecture, take notes, and have some understanding of the lecture content. Students attended a live history lecture on campus, took notes, and asked questions of the instructor following the lecture.

After attending the history lecture, the students returned to the ESL class and completed a quiz on the lecture content and a survey designed to gather their feedback on the experience. Note that each section of ESL 183 attended a different history class and lecture.

NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

6. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above.):

1. Attendance of a college lecture
2. Note-taking
3. Talking with the content instructor
4. Quiz on lecture content
5. Student survey
7. Results and analysis of the data. *(Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data, at the end of this document.)*

Curtis Lecture Content Quiz: 77% of the students passed the lecture content quiz with a score of 70 or higher. Payne Lecture Content Quiz: 72% of the students passed the lecture content quiz with a score of 70 or higher.

Survey Results: While the majority of the students were able to pass the content quiz with a score of 70% or better, it became clear from reading the student responses to the survey about their experience that many felt they were not ready to be successful in college lecture classes. This is concerning because ESL 183 LS is the top level ESL L/S class and from there, students are expected to be able to use their aural/oral communication skills to successfully participate in college level classes. The thing that stood out the most was how many of the students felt **vocabulary** was the **number one obstacle** to their comprehension of the lecture.

Below is a link to a folder which contains the two quizzes given, the results of the quizzes, and the results of the survey. “https://drive.google.com/folderview?id=0B7EYm7EM4cOeUzEzWFZCN3FNelU&usp=sharing”

8. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

The ESL faculty including all of our ESL adjuncts have an online Google+ community where we share information, questions, discussions, and resources related to the ESL program. There is a special SLO assessment category where all of the assessment documents and data from the Fall 2013 ESL 183 LS SLO Assessment is housed. We use this virtual venue to discuss and explore how we might use this data and information to improve our program for better student success. In addition, we had a meeting prior to the beginning of the Spring 2014 semester to begin this discussion in person and be sure all faculty understood how to engage in a Google+ community.

9. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

1. The ESL faculty felt that we should explore how to add more vocabulary work into all of our ESL courses, not just the LS courses. We will be working on adding portions of specific vocabulary lists i.e. General English Vocabulary and Academic English Vocabulary lists to each of our courses. We have also set up a vocabulary category on our Google+ community for faculty to contribute lesson ideas and articles related to vocabulary building.

2. We will also be exploring adding a 4th level of ESL Listening/Speaking at the top of our L/S sequence designed to be a lecture comprehension/note taking class.
10. Results of implemented changes, if available at this time:

N/A

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

```
yyyysemester-sloa-courseid.doc
example: 2013fall-sloa-engl101c.doc
```

Student ID Class  Curtis ESL 183 LS History 117a Lecture Quiz (percent score) for each student
83
67
100
100
94
78
100
67
78
89
78
67
78
89
44
100
94
100
100
67
78
78
100
67
78
100
100
178
Here are the results of the quiz. 27 students participated. I tallied the # wrong for each question.

1) 3
2) 8
3) 8
4) 10
5) 10
6) 10
7) 20
8) 1
9) 17
10) 13

Student Survey
Both sections of ESL 183 LS Fall 2013 combined
ESL 183 LS Lecture Visit"
http://www.quia.com/sv/644323.html
Number of respondents
51
1. Did you find the classroom lecture visit valuable?
Count Percentage
Yes 4996.08%
No 23.92%

2. Why was it valuable or why was it not valuable?
Count Percentage
Because I can understand almost everithing11.96%
because this experience let me know that I need learn harder and it's not bad to feel take class like that even I can't understand a lot of things.11.96%
cos i can kwon what will the regular class look like ,and i can learn more us history11.96%
Experience is the best thing to understand something.11.96%
get alot of information about american history11.96%
get experience and knowledge11.96%
Good expense and got more information11.96%
helpful for listening11.96%
How the college class11.96%
I can have a chance to listen native speaker's lecture and I can have an experience of taking notes in history class.11.96%
I can learn about history of U.S.A and can challenge myself11.96%
I could experience a regular class11.96%
I could experienced a college lecture to see how much I understand of it11.96%
I could know about American history little bit. 11.96%
I could not understand the meanings of this question. 11.96%
I got a confidence about regular class. 11.96%
I got some experiences about standard class. so I knew what I will do and focused on. 11.96%
I had good interactions with teacher and students. 11.96%
I have learned a lot new stuff through the class, like learning using multimedia. 11.96%
I have never been in lecture classroom before. But my plan is getting bachelor's degree, so that it showed me what the lecture is, and I studied a little changing of US in the past, and how to take note. 11.96%
I haven't attended any lecture in English before, so I kind of know where I am and what I should improve in a lecture class because I plan to transfer to a university. 11.96%
i think it's valuable because i have a opportunity get in to the real college class learn and listen to the teacher. 11.96%
it can improve my English listening skill 11.96%
It can learn more about 1950's and know that what is the difference from 1950 to now. 11.96%
it gained new knowledge and also got to experience what a college class would be like. 23.92%
it help me to understand about society, culture, events of the America. 11.96%
It helps me log what I listen and practice skill listening in classroom lecture. 11.96%
It is a good experience, especially, for someone who wants to continue study in college. 11.96%
It is valuable because we learn a lot about American history. 11.96%
it is valuable for me because i can realize my English still not good enough to get into college regular class. 11.96%
It really helps me to know how much Ivan do so far, do I have the ability to attend a college class. 11.96%
It was a good experience for me to know the regular class condition. 11.96%
It was a valuable experience because the instructor was not an ESL teacher, he was speaking fast but clear. 11.96%
It was challenges for ESL students and learn from it how to take notes in the class. If I know the teacher said, that will more confident. 11.96%
It was good experience 11.96%
It was important to know how much I can understand, other subjects. 11.96%
it was valuable for me because I understand my level of understanding from English lecture. also it was a good information which was very new for me. 11.96%
It was valuable to listen a regular American class. 11.96%
It was valuable because I learned lot of things. 11.96%
It's a good way to train the listening skill. 11.96%
its not helpful if we don't understand many vocab, especially the key words. 11.96%
know more the regular class style, and know more myself English level. 11.96%
let me know what the real class like. 11.96%
Let me learn new facts about American history. 11.96%
many vocabularies we don't know. 11.96%
prepare face to real lecture in the future. 11.96%
the lecture was helpful for us cuz that was the first time to take regular class for most ppl. 11.96%
This class told me that I was not ready to take another class, and my the class makes me feel sad, because I did not understand all. The class let me know I need to study hard, and do more practice. 11.96%
We can learn something new from different teach style. 11.96%

3. How well do you feel you were able to understand the lecture?

<table>
<thead>
<tr>
<th>Count Percentage</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>76%</td>
</tr>
<tr>
<td>70-80%</td>
<td>57%</td>
</tr>
<tr>
<td>60-70%</td>
<td>49%</td>
</tr>
<tr>
<td>50% or less</td>
<td>18%</td>
</tr>
</tbody>
</table>

4. What were some of the challenges you faced in trying to understand this lecture?
Count Percentage

alot of difficult vocabulary i can't understand and taking the notes, teacher is spoke very fast too. 11.96%
At this lecture, I faced to vocab, listening, and so on, there are all challenge to me. 11.96%
dome times teacher spoke a bit too fast for me and a few words that I didn't know the meaning. 11.96%
Focus in speech. 11.96%
giving too much informations and talking too fast. 11.96%
he is too fast most of things i can't hear clearly. 11.96%
He spoke too fast, many difficult vocabularies, sometimes he spoke too small, he spoke a long time, sometimes I
felt over brain and fell in sleep, and difficult to take note because when I took this note, he moved next topic, and
sometimes I understood but I didn't know how to take note. 11.96%
i concentrated. 11.96%
i couldn't folllwed what is the teacher said. 11.96%
I don't have any background of the history so I had some problems with the vocabularies and names. 11.96%
I feel so embarssed that almost of them i did not understand, i like history VERY MUCH, and my major is it in the
future. But i think it is difficult for our ESL student. MY friend told me we need remember many vocabs. I knew
main points cause i have already studied it in China. I could understand the knowledge through the picture. I like
the class like that, I can improve my listening. 11.96%
It was hard typing all the notes. 11.96%
It's very hard to me. There are a lot key words that I don't know. I must foscus on very much to understand
it. 11.96%
link between main idea and detail. 11.96%
luck of vocablary was my mean challenges and also i was not able to conect one part of lectur with the next
part. 11.96%
New words and background. 11.96%
Not really. 11.96%
nothing. 11.96%
Nothing really. 11.96%
Shortage of my listening skill and knowledge of the subject. 11.96%
some of the challenges I faced were understanding some words spoken by the professor and understanding history
taught in the class. 11.96%
some times teacher spoke a bit too fast for me and a few words that I didn't know the meaning. 11.96%
speak speed. 11.96%
Taking note and Listening to teacher's voice at the same time were hard for me. 11.96%
taking notes while I was listening what a professor said. 11.96%
taking notes, understand vocabularies. 11.96%
the biggest chllenge is that i cant understnd what does teacher say. 11.96%
the professor spoke fast, and there were many new vocabularies that I didn't know. 11.96%
The rhythm was too fast. 11.96%
the speed he was talking. 11.96%
the teacher talk so fast and boried. 11.96%
there are a lot of difficult vocab i dont understand and dont know how to spell, and teacher speak so fast. 11.96%
too many vocabulary. 11.96%
Too much vocabulary and the speed of speaking. 11.96%
Understanding what other students say. 11.96%
vocabulary. 11.96%
vocabulary is more important. 11.96%
vocable. 11.96%
Vocabulary. 11.96%
Vocabulary and American background. 11.96%
vocabulary, back ground, catch the point. 11.96%
vocabulary, rhythm. 11.96%
vocabulary. 11.96%

5. What would be helpful to learn in your ESL Listening/Speaking class to better prepare you to understand classroom lectures?
Count Percentage
Listening speaking class should have more face to face communication 11.96%
Listening speaking class should have more face to face communication 11.96%
Conversation with teacher and classmates in class 11.96%
do some preview 11.96%
everything is helpful. Vicki's class is awesome 11.96%
Give us preview before we go to that class 11.96%
I could understand native's speaking because I practiced listening in ESL class 11.96%
i don't know, maybe take some lecture classes, even you fail it. lol 11.96%
I don't known. I feel good in this class now. 11.96%
I need to prepare what is the class the main point, and I need to know the background, then I can get the main idea to understand 11.96%
i should listening and speaking in English central a lot of. it help me better 11.96%
I think I need to listen more 11.96%
I think it would be helpful if the class offer more academic passages for students to practice taking notes 11.96%
I think to understand classroom lectures, we begin to learn the skills to listen the lecture such as how to take note, begin with small lecture about 30m and the move up 45m and individually lecture 1h30 11.96%
I think we need more ESL listening/speaking levels 11.96%
In my opinion the problem is the placement test, 183 L/S at this level people should be better prepared 11.96%
increase my vocabulary, and more practice 11.96%
intonation and sentence stress and the signal word 11.96%
Learn more and more vocabularies. Doing a lot of practice for listening and speaking 11.96%
learn more difference types of vocab. For example history vocabulary, science vocab 11.96%
learn more vocab and speak more, and hope can communicate more with natural English people 11.96%
learn vocabularies 11.96%
listening 23.92%
listening videos and talks 11.96%
Make some topic to talk or discuss with classmates or other local students 11.96%
Maybe we have to learn more word 11.96%
More listening and speaking 11.96%
more listening exercises 11.96%
more practice of this kind of lecture will be good 11.96%
more vocabulary words and idioms 23.92%
My teacher said our lecture was cold war, and I searched the internet before the class 11.96%
no idea 11.96%
pracitice 11.96%
Read previous to the lecture about the lecture topic 11.96%
See teacher's eyes. Better than don't look at teacher's eyes. It help me to understand what teacher are talking about clearly 11.96%
Take a note 11.96%
Take more notes as the teacher speak and share our notes with her 11.96%
taking note skills 11.96%
teacher speak in the normal speak and use less difficult vocabulary help me understand much better 11.96%
The key words that introduce the main ideas 11.96%
the skill to keep note 11.96%
to know about sth. about lecture 11.96%
To talk more 11.96%
vocab, and listening skills 11.96%
vocabularies, listening, and taking notes 11.96%
Watching TV drama or listening to the radio 11.96%
We discussed about the Civil War before the class, that would help us, I think. Unfortunately, we had another contents 11.96%

6. What else would you like to add about your lecture experience?
Count Percentage
After this class, I know that I must do more English practice, especially listening skill.

Be prepared before coming to class is necessary to get the lecture. I had searched some information about 2 selections so I had an overview about the topic and felt easier to keep up with the professor.

drink a red bull before coming to the class.

everything was good except I can't understand.

Experience is good for everyone.

For me, everything was fine.

I need to improve my vocabulary and spoken English, especially listening skills.

I really enjoyed it. I'm glad Vicky made us part of it.

I think I need more experience.

I think the knowledge about background is very helpful to understand the lecture.

I thought it was really helpful for me, I enjoyed it.

I want to try from easy class.

I wanted to take some other classes, regular English, Ocean science etc.

I will talk a lot with the native people for improving the skills.

I would like to have a chance to talk with native speakers.

If I listened the vocabularies but I didn't know how to write it, so I write the words by myself by the sound I hear and I write what ever I hear and every teacher wrote on the board.

It was good practices for me and would like to find more opportunity to participate in this kind of lecture to improve my listening and note-taking class.

It was great experience, thanks for the teacher Vicky.

I was interested.

It was very fun experience, if I have chance I want to do it again, or more often in ESL class.

It will be better if we could get some preview information.

Just focus on what teacher saying then you at least can understand 50% or even more.

Lecture should be slow and easy vocabulary words should be used.

Lecture's Information

More listening practice.

more vocab, and try to listen natural English people who speak fast.

No.

nothing.

Nothing.

practice to take a note.

Providing easier topic and giving introduction information before I go to the lecture.

search the background about the lecture before the class.

speaking is loudly and clear.

studying more.

Take class about early childhood education.

Talking with local student and learn from them. It will learn English more quickly and easy to join with them.

that was good but little difficult.

t here have lots of vocab are difference.

to know what the lecture in the normal class.