Assessment Date: _______May 2013___________

Faculty Name(s): _______Vicki Curtis______________________________________________

1. Course Name and Number:

ESL 181 LS

2. All Course SLOs from the Course Outline of Record:

The student will:

1. Produce sentences and chunks of discourse in speech of 150-200 words on assigned topics.

2. Respond to questions and discuss topics addressed in class and/or related to his/her own life in comprehensible speech.

3. Identify main ideas and isolate specific detail in listening passages appropriate for students at this level of English proficiency.

3. Specific Course SLO(s) assessed as part of this project:

3. Identify main ideas and isolate specific detail in listening passages appropriate for students at this level of English proficiency.

4. 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.):

Test Questions on Final Exam
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.

5. 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.):

Students were presented with 3 Main Idea questions and 5 Detail questions related to an audio text. These questions were used to determine how well students were able to identify and main ideas and isolate specific details from audio text appropriate to their English proficiency level.

6. 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.):

<table>
<thead>
<tr>
<th>Main Idea Question</th>
<th>Correctly Answered by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>89% of students</td>
</tr>
<tr>
<td>#2</td>
<td>83% of students</td>
</tr>
<tr>
<td>#3</td>
<td>61% of students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Detail Question</th>
<th>Correctly Answered by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>83% of the students</td>
</tr>
<tr>
<td>#2</td>
<td>83% of the students</td>
</tr>
<tr>
<td>#3</td>
<td>100% of the students</td>
</tr>
<tr>
<td>#4</td>
<td>44% of the students</td>
</tr>
<tr>
<td>#5</td>
<td>89% of the students</td>
</tr>
</tbody>
</table>

The average percent of correctly answered Main Idea questions was 77.6% which more than meets the minimum standard of 70%.

The average percentage of correctly answered Detail questions was 79.8% which more than meets the minimum standard of 70%.

It was clear that while students were more than meeting the ESL program standard, there were several individual questions where students feel below the 70% standard. These 2 questions were brought to the Fall 2013 ESL pre-semester meeting to be discussed. It was determined that the wording of the below standard questions may have confused the students in understanding what the questions were asking. It was thought that re-wording of these questions may have yielded better results.
7. 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 results were shared at the pre-semester ESL meeting. It was felt that because most of the results of the questions addressing main ideas and details more than met the ESL standard that no changes in the program appeared to be needed at this time. We did; however, decide to attempt to write questions that were worded in such a way as to provide students with a clearer understanding of what was being asked.

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

Have all the ESL faculty involved in writing and reviewing the main idea and detail questions for the next assessment to ensure clear question format.

9. Results of implemented changes, if available at this time:

N/A

Please save your finished document in the following format:
yyyysemester-sloa-courseid.doc
example: 2012fall-sloa-engl101c.doc