Comparative Results of SLO Assessment Over Time, ESL 181RW  (by Connie Olsen)

<table>
<thead>
<tr>
<th>Skill / SLO Tested</th>
<th>Percentage of students passing in Fall 2011</th>
<th>Percentage of students passing in Fall 2012</th>
<th>Percentage of students passing in Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #1 -- Reading</td>
<td>76%</td>
<td>71%</td>
<td>94%</td>
</tr>
<tr>
<td>SLO #2 / #3 – Writing</td>
<td>74%</td>
<td>59%*</td>
<td>88% / 79%**</td>
</tr>
<tr>
<td>Number of students tested ( = enrolled)</td>
<td>72 (3 sections)</td>
<td>51 (3 sections)</td>
<td>33 (2 sections)</td>
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</tbody>
</table>

*This particular writing test was based on a poorly chosen topic/question, one which the students had not yet been taught enough grammar to answer appropriately.

**Prior to 2014, SLOs #2 and #3 were not evaluated separately. A student’s writing was deemed not passing if either SLO was not achieved. The two percentages listed side by side reflect SLO #2 and #3 respectively.

Comments and Interpretation of Results:

Although our enrollment at this level has fallen dramatically, we are pleased to see that the percentage of students fulfilling the SLOs in ESL 181RW has increased significantly over the years tested.

What accounts for these differences? Well, it is difficult to say, but here are some of the variables that I believe could be important:

- Different exams
- Different faculty preparing the exams
- Different timing of the exams
- Different faculty teaching the courses

In the ESL Department, we are fortunate to have a number of highly qualified and experienced adjunct faculty, and this semester two of them (Leslie Payne and Joyce Podevyn) took it upon themselves to do a joint final exam, which I encouraged them to use and submit for SLO Assessment. I am very pleased with the results they achieved and grateful for their work.

In the past, I (Connie Olsen) was usually the primary person preparing joint exams, and those exams were typically given not at the end of the semester, but 2-4 weeks earlier (before Thanksgiving). These earlier exams were not usually used as part of a student’s grade, but were intended to be a means by which both students and faculty could become more aware of whether students had yet reached the level of proficiency they ought to have for the subsequent ESL level. The test then sometimes served as a warning that a student might not pass the class. Regardless of whether a test is used for this purpose, though, it is in these last few weeks of a semester, either before or after the drop date, that some low-performing students tend to “disappear.” Perhaps this helps to explain
why the percentage of students fulfilling the SLOs in Fall 2014 (as seen on the final exam) was so much higher than in previous years. On the other hand, I do not want to minimize the performance of these two outstanding adjunct faculty members. They test they designed and used was of the same general type we have used for previous SLO tests. I believe Ms. Payne and Ms. Podevyn are particularly good at reading and writing instruction in ESL, and they have set the bar high for the rest of us.