**IMPERIAL VALLEY COLLEGE**

**Student Learning Outcomes (SLO) Assessment Cycle Form**

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| Date: | Fall 2012 (December 2012) |  |  |
| Department Name: | English as a Second Language |  |  |

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| Course Number/Title or Program Title: | ESL 005 |

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| Contact Person/Others Involved in Process: | Lead: Edward Scheuerell Others: Julie Craven, Leticia Pastrana,  David Mcbride |

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| If course is part of a major(s), and/or certificate program(s), please list all below: | |  |  |  |  | |
| Major(s): | Certificate(s): | | | | |  | |  |  |  |  |
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| Does course satisfy a community college GE requirement(s)? |  | Yes | x | No |  | N/A |

If yes, check which requirement(s) below:

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|  | | American Institutions |  | Language and Rationality – English Composition | | | |
|  | | Health Education |  | Language and Rationality – Communication and Analytical Thinking | | | |
|  | | Physical Education / Activity |  | Natural Science | | | |
|  | | Math Competency |  | Humanities | | | |
|  | | Reading Competency |  | Social and Behavioral Sciences | | | |
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|  | **Student Learning Outcome** | | | | **Assessment Tool**  (e.g., exam, rubric, portfolio) | **Institutional Outcome\***  (e.g., ISLO1, ISLO2) | | |
|  | **Example:** Identify, create, critique, and refute oral and written arguments. | | | | Debate + Debate rubric | ISLO1, ISLO2 | | |
|  | Outcome 3:  The student will be able to apply coordinating conjunctions, subordinating conjunctions and transition words correctly. (ILO1, ILO2) | | | | Cloze Activity | ISLO1, ISLO2 | | |
|  | Outcome 2: | | | |  |  | | |
|  | Outcome 3: | | | |  |  | | |

**Each SLO should describe the knowledge, skills, and/or abilities students will have after successful**

**completion of course or as a result of participation in activity/program.** A minimum of one SLO is required

per course/program. You may identify more than one SLO, but please note that you will need to collect and

evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister* [*toni.pfister@imperial.edu*](mailto:toni.pfister@imperial.edu) *or X6546*

**\*Institutional Student Learning Outcomes: ISLO1** = communication skills; I**SLO2** = critical thinking skills;

**ISLO3** = personal responsibility; I**SLO4** = information literacy; I**SLO5** = global awareness

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| **1. Course Number & Date of Assessment Cycle Completion** | **Course:** ESL 005 **Date:** Fall 2012 |
| **2. People involved in summarizing and evaluating data** | Edward Scheuerell ; Leticia Pastrana; David McBride |
| **3. Data Results**  Briefly summarize the results of the data you collected. | **Outcome 3:**  The student will be able to apply coordinating conjunctions, subordinating conjunctions and transition words correctly (Questions 1-8 for coordinating conjunctions, Questions 9-14 for subordinating conjunctions, Questions 15-20 for transition words.)  A multiple choice cloze activity was given to morning, afternoon, and evening students. The results for 16 morning students, 19 afternoon students, and 31 evening students were analyzed.  In the morning section:  The average score was 80%. (14/16 passed.)  1 student received an A (0 students scored 100%).  9 students received a B.  4 students received a C.  1 student received a D.  1 student received an F (15%).  In the afternoon section:  The average score was 80%. (18/19 passed.)  6 students received an A (1 student scored 100%).  5 students received a B.  7 students received a C.  0 students received a D.  1 student received an F (40%).  In the evening section:  The average score was N/A. (NA/31 passed.)  N/A students received an A (N/A students scored 100%).  N/A students received a B.  N/A student received a C.  N/A students received a D.  N/A students received an F.  The adjunct instructor did not grade the exams because he was not sure of the correct answers.  With regard to the individual sections, the students in all three sections seemed to do the best on the section with coordinating conjunctions. However, two questions seemed to pose a problem for the students. Question 4 had an average of about 50%. This low score is not a surprise because the correct answer is “for”, and most students are not comfortable using this coordinating conjunction. Of the wrong answers, many chose the word even though, but the sentence does not even show a contrast; therefore this choice is difficult to understand. Question 5 had an average of about 55%. This score is and is not a surprise. The question is a cause and effect relationship that requires the coordinating conjunction “so” for the answer. However, the clear majority of students who answered incorrectly chose the transition word “therefore” as the correct answer. This indicates that the students still do not understand the correct use of transitions and the punctuation associated with transitions. It is not possible to use a transition in the middle of a sentence after a comma.  All three sections seemed to do the best on the section with subordinating conjunctions. The average score was above 90%. However, there was one clear break from the pattern. The morning and afternoon students all scored around 95% on questions 13 and 14 which reflected the use of since with the present perfect and the use of until with the past perfect. The morning instructor had dedicated a significant amount of time on verb tense use which could explain the higher success in these sections.  All three sections had the most problems with the last section which related to the use of transition words. The average score for these questions was about 70%. The results show that students still do not understand the use of transition words and the punctuation related to transition words. Several students are still using coordinating conjunctions at the beginning of the sentence instead of only in the middle of the sentence. The students in the morning and afternoon classes were clearly instructed that coordinating conjunctions should be reserved for use in the middle of two independent clauses while transition words are to be used at the beginning of sentences. Questions 17 and 19 posed the most problems for the students. In question 17, the use of “however’ is required, but several students chose “but” which should not be used to begin a sentence, and several students chose “although” which does express a contrast but does not fit the syntax. Question 19 required the use of “in addition” The most common incorrect answer was “therefore”. This choice is difficult to understand because no cause and effect relationship is stated in this example. Therefore, the students must not have understood the relationship of the clauses. |

ESL 005

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| **4. Course / Program Improvement**  Please describe what change(s) you plan to implement based on the above results. | 1. **Changes to the Course (ESL 005)**  The data seems to suggest that more attention needs to be given with respect to advanced verb tenses that relate to conjunctions and the correct use and meaning of transition words. In addition, the data might indicate that more time should be dedicated for the purpose of explaining that conjunctions and transition words require specific punctuation to be used correctly. Finally, the data might also suggest that further attention should be placed on explaining that transitions and conjunctions make specific relationships between clauses. Therefore, more activities should be developed to practice these areas  2. **Changes to data collection**  The data collection method seemed to be successful. Even though many students correctly answered all of the questions on the test, it may be necessary to investigate more deeply why certain questions had more errors than others. If a trend should arise, this may have to be addressed, and subsequently, the questions may have to be modified for future assessments. In addition, it may be necessary to better communicate with adjunct instructors to indicate what data should be collected. For example, it would have been helpful to report the number of students who passed the exam in the evening section.  **\*\*Will this include a change to the curriculum (i.e. course outline)?**  Based on these results, no change to the curriculum seems to be needed at this time. |

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| **5. Next Year** Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process strategy for providing SLO to student)? If so, how? | It appears that the process was effective. Most of the students passed the test, so that would indicate that learning has occurred.  Students in all classes were made very aware of the material presented in the SLO throughout the semester, and the final test was an accurate reflection of the learning process; therefore, no changes seem to be needed at this time.  However, it might be more advantageous to have a more substantial dialogue with part-time instructors with regard to course content in general. |

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| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. | The SLO process is a good way to remind both students and participating instructors what students need to know to be successful college students, both in developmental writing courses and in transfer-level writing courses.  With that in mind, I believe that more important than just having students learn how to identify conjunctions and transition words, we need to stress why knowing this information will make them better writers. In my opinion, one of the main goals for understanding this distinction is to facilitate the process of ensuring that clear relationships are presented. At all levels of writing, instructors focus on being clear, complete, and concise. The correct use of conjunctions and transition words is a good way to ensure that the relationship of ideas is clear. Therefore, if we provide the reason or immediate benefit of an SLO, the adult learner will probably be more willing to focus on the topic and will probably be more successful. |