**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 025 |

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| Contact Person/Others Involved in Process: | Lead: Edward Scheuerell Others: Leticia Pastrana, |

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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 2:  The student will identify appropriate vocabulary based on the readings’ context clues to aid in overall comprehension.  LO1, 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 025 **Date:** Fall 2012 |
| **2. People involved in summarizing and evaluating data** | Edward Scheuerell ; Leticia Pastrana; |
| **3. Data Results**  Briefly summarize the results of the data you collected. | **Outcome 2:**  The student will identify appropriate vocabulary based on the readings’ context clues to aid in overall comprehension.  A multiple choice cloze activity was given to morning, afternoon, and evening students. The results for 22 morning students, 12 afternoon students, and 31 evening students were analyzed. Questions 1-5 relate to coordinating conjunctions, Questions 1-17 relate to subordinating conjunctions, and Questions 18-25 relate to transition words.  In the morning section:  The average score was 92%. (21/22 passed.)  10 students received an A (6 students scored 100%).  8 students received a B.  3 students received a C.  1 student received a D.  0 students received an F.  In the afternoon section:  The average score was 83%. (11/12 passed.)  3 students received an A (0 students scored 100%).  2 students received a B.  6 students received a C.  1 student received a D.  0 student received an F.  In the evening section:  The average score was 91%. (16/16 passed.)  9 students received an A (7 students scored 100%).  5 students received a B.  2 students received a C.  0 students received a D.  0 students received an F.  With regard to the individual questions, the students in all three sections seemed to do the best on the section with coordinating conjunctions and subordinating conjunctions.  In the section with coordinating conjunctions, students answered the questions correctly 100% most of the time. However, question 5 was difficult in all three classes. Only 60% of the students answered this question correctly. This question was a consequence that required the use of the coordinating conjunction, or. However, most students used the transition word therefore. The use of this word sounds logical, but it does not work with regard to the structure of the sentences.  In the section with the subordinating conjunctions, students answered the questions correctly 100% most of the time. There were not many significant errors to report.  The third section which covered the use of transition words posed the most problems for the students. Question 22 was the most difficult question. Only 46% of the students answered this question correctly. The correct answer was moreover, but this word was only briefly mentioned in class. Since this word is not commonly used, it is understandable that such a large percentage answered this question incorrectly. Question 18 was also difficult for many students. Around 65% of the students answered this question correctly. Although this was discussed several times in class, many of the students do not seem to remember that this word has the same meaning as the word but. Both words represent a contrast, but many students forgot that but is a coordinating conjunction that should not be used at the beginning of a sentence in academic writing. Third, students had a few problems with question 19. Around 70% answered this question correctly. This question was very interesting because the clause indicated also represents a negative idea, so the students chose the word nor as the answer. However, nor cannot be used at the beginning of a sentence since it is not a transition word. Students apparently do not know the meaning of the transition furthermore even though it was discussed in class. |
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ESL 025

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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 025)**  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. For example, it may be necessary to explain that since can have various meanings and the context will determine the meaning.  **\*\*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. |

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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 readers because it is the way many writers establish relationships between idea. In my opinion, one of the main goals for understanding this distinction is to facilitate the process of ensuring that clear relationships are presented, so students understanding the readings better. At all levels of reading, instructors focus on context clues. The correct use of context clues with 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 this SLO, the adult learner will probably be more willing to focus on the topic and will probably be more successful. |