

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Chu-Mraz, Serena

Response Types: All Responses Types

I. Section I: Program Profile

I.A. Program Purpose

Describe the purpose of the program and how it contributes to the mission of Skyline College.

Response Detail

No Response Information to Display

Narrative

The ESOL Department's mission statement is "to develop English language competence in speakers of other languages to support academic college study, pursuit of vocational certificates, enhancement of career options, and increase in civic engagement." This statement directly reflects Skyline College's Mission, Vision, and Values. The ESOL department is a critical force in providing pathways for a global and diverse community of learners to achieve their goals. We provide a warm and welcoming environment for individuals to learn and transform their lives regardless of their immigration status or nation of origin.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

I.B. Program Student Learning Outcomes

List the current program student learning outcomes (PSLOs).

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

The ESOL Department's Program Student Learning Outcomes (PSLOs) are as follows:

Upon completion of the ESOL program, students will be able to

- Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.
- Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.
- Listen effectively and consistently produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations."

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link

URL

No Internet Links to Display

Documents

File Name

File Type

File Size

File Date

No Documents to Display

I.C. Profile: Program Review Team

Comprehensive program review is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the program review narrative. Include names and the title or role of each person.

Response Detail

No Response Information to Display

Narrative

Serena Chu-Mraz, Professor
Leigh Anne Shaw, Professor
Erinn Struss, Associate Professor

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Associated Objectives

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No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

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Documents

File Name	File Type	File Size	File Date
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No Documents to Display

II. Section II: Assessment, Analysis, and Findings

II.A. Program Effectiveness

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes. Program data may include:

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data.

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Response Detail

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Narrative

First and foremost, the purpose of the ESOL department is to prepare students for English and other college coursework. In that, the ESOL department is succeeding quite well. In 2012, one-year snapshot data showed that students who completed 400 were going on to complete ENGL 100 at the same rate (72%) as their English-speaking cohorts in ENGL 846. Since that time, we have been encouraging ESOL students to enroll in ENGL 105 (5 units compared with 3, but same transfer-level status as ENGL 100). Recent data shows that ESOL students have surpassed native English speakers and are succeeding in ENGL 105 at a rate of 82.1% compared with non-ESOL 400 students who complete at 69.1% (average taken from 2010 to 2018). This upward trend demonstrates that our strategies and efforts to improve ESOL student success are working well.

The ESOL department is succeeding in ushering students through the certificate and degree attainment process. In the 2016-2017 year, 328 ESOL students had gotten a degree or certificate, 259 of which did so through the ESOL 400 pathway. This shows that our program is not only effectively promoting ESOL student success but also indicates that ESOL 400 is not the only desirable pathway to degree and certificate completion. Therefore, this encourages the ESOL department to create, maintain, and enhance alternative pathways to degree and certificate completion in parallel with pathways via ESOL 400.

The ESOL department has seen an increase in the percentage of students who are seeking degrees and certificates; this number was as low as 58.6% in 2012 and has risen to 70.4%. We attribute this to the rigorous academic nature of the program as well as the changes to SSSP over the last 6 years, which means that students do not have the option to remain undeclared.

Success and Retention rates were highest in 2013-2014 when our core courses of ESOL 830 and 840 were 9 hours a week. When we were forced to cut hours in 2015 to match the unit load of 6 hours per week, we struggled to provide the same amount of content and preparation in the shorter class as we had provided when it was 33% longer. A 33% reduction in learning time has had the result of dropping success and retention, which it did for two years. In 2016 when we began piloting the cohort model, we started to see those numbers rise again. The ESOL Success Rate of 70.2% nearly matches that of the overall college rate at 71.3% and the ESOL Retention Rate of 13.5% is slightly lower than the overall college rate of 14.5%.

Enrollments have dropped significantly in the last six years. It is always difficult to know why this happens for ESOL students; the economy's strength could be a factor as could the increasing cost of living in the Bay Area. Other notable factors impacting ESOL enrollment could be the increasing hostility towards immigrants and the challenges of documentation. While students do eventually make their way to us through the adult education pathway, that pathway has slowed as the adult school has ramped up its own offerings, enabling people to get jobs sooner without getting degrees and certificates. Those students who do make it to us may take longer to complete their goals as they frequently must stop out due to family issues, documentation problems, housing pressures, and financial priorities. It is becoming increasingly rare to find students who are able to commit a year and a half in a very academically rigorous program and keep on pace to enter transfer-level coursework in time; the stresses of living in the Bay Area mean that work and family are simply the greater priority. It is therefore clear that the delivery of our large-unit classes needs to be revised; it is this reason we wish to create hybrid versions of these classes to enable students to spend less time at the campus while completing their goals. This will hopefully increase our effectiveness in reaching the population who needs our services.

Suggested Follow Ups

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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

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Response Types: All Responses Types

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
2018-03-14_ESOL_DegreeCertCompleters.png	PNG Image File	23.096 KB	3/14/2018 7:09:16 PM
ESOL Dept Data PRIE 2017-18.pdf	Portable Document Format	151.519 KB	3/14/2018 7:18:37 PM
Skyline College Data PRIE 2017-18.pdf	Portable Document Format	151.166 KB	3/14/2018 7:18:37 PM
ENGL105_By_Previous_ESOL400_Jan_23.xlsx	Microsoft Excel Document	7.226 KB	3/19/2018 5:45:45 PM

II.A.1 Progress on Prior Program Objectives (Goals)

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

1. Request two full-time faculty hires over the next 6 years: We hired one full-time faculty in 2013 and replaced one retired full-time faculty in 2016, but we still need to hire one more full-time instructor to meet this goal.

2. Tighten textbook adoption policies: This goal is complete, and in addition, we continue to explore ways to align the core (reading/writing/grammar) courses with the listening & speaking classes in terms of content and theme. Vocabulary has emerged as an intentional focus with Levels 2 and 3 splitting a vocabulary text and Levels 4 and 5 splitting the next level of vocabulary text.

3. Incorporate Listening & Speaking into the criteria for passing through the ESOL sequence and into ESOL 400: This has not become a criteria, but in previous years, we stated a desire to increase the units of Listening/Speaking classes from 3 to 4. We have succeeded in this increase of units. This is a more suitable option at this time rather than the requirement to pass prior to entry of ESOL 400.

4. Align the day and evening programs, starting with the offering of Listening & Speaking classes in the evening: The alignment effort has been met with mixed success: while core classes are faring well, we have not been successful in offering an evening section of Listening & Speaking, mainly because the courses are not required for movement through the sequence. While there is definitely an observable need for greater listening/speaking skills in students, we cannot fill the classes. This structure is being reviewed.

5. Embed study skills and career awareness into Level 2 coursework: This is happening now and is showing to be successful.

6. The Cultures Connect program was found not to be sustainable and is under review for redesign.

7. PACE Learning Community--tightening schedule and filling classes: In the past, we had trouble filling our PACE courses, mainly because the learning community was new and students didn't know about it. This was a challenge because our PACE classes would not fill, and other non-PACE students filled the rest of the seats. This semester, our PACE courses filled, and we have a consistent schedule where linked classes are offered on the same days back-to-back. It also helps to offer PACE classes with a later morning start time as many of our students are parents with school age children. It is clear that the classes that fill with all PACE students are most successful and have a stronger sense of community, so it is not recommended to unlink the co-required classes.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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Response Types: All Responses Types

Documents

File Name	File Type	File Size	File Date
No Documents to Display			

II.A.2. Progress on Program Student Learning Outcomes

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Response Detail

No Response Information to Display

Narrative

Currently all of our reading and writing classes (ESOL 820, 830, 840, and 400) are doing well in terms of our first PSLO of “Comprehending, analysing, synthesizing, and discussing English texts for the purpose of furthering academic, personal, vocational and civic growth.” In fact, as a program, we had deliberate conversations about the choosing challenging texts and scaffolding readings through the different levels of our program.

In terms of our second PSLO whereby students should be able to “critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication,” we are having difficulty assessing one aspect of this PSLO. It is very difficult to gauge how well learners are able to evaluate and modify their own written language. The problem may not be with the PSLO, but with the measures we are using to assess it. In the future we need to structure a conversation about how to assess this part of the SLO within the writing and grammar classes prior to having instructors do their SLO assessments.

For the third PSLO, “Listen effectively and consistently produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations,” we were having trouble fulfilling the objective because the limited time for the Listening/Speaking courses did not afford sufficient time to work on pronunciation. Therefore, as part of this CPR process, we have increased the units for these classes from three to four units in order to have more time to work on pronunciation.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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Response Types: All Responses Types

Documents

File Name	File Type	File Size	File Date
ESOL CPR 3_2018 Relationships and Assessment_ Course Outcomes by PSLOs (1).pdf	Portable Document Format	640.822 KB	3/14/2018 7:01:20 PM

II.A.3.a. Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Response Detail

No Response Information to Display

Narrative

Full-time faculty: We have three full-time faculty members who teach and also have reassigned time in faculty governance, college initiatives, and support services. We have between six to ten part-time faculty teaching credit as well as not-for-credit classes.

Adjunct faculty retention: Attracting and retaining quality adjunct teachers has been a challenge for the department. The full-time faculty have spent many hours recruiting, selecting, orienting, evaluating and mentoring new adjuncts only to retain approximately fifty percent of new hires. Devoting such effort is time that could be better put towards the development of the program and is taxing on the full-time faculty; this would be alleviated by hiring an additional full-time member. We will continue to face this challenge as the cost of living in the area increases and as other districts offer better part-time compensation than SMCCCD.

ELI staff: Staffing for the English Language Institute (ELI) has been limited to one Program Services Coordinator on whom we heavily rely to recruit students from the community and from the surrounding adult schools. The PSC additionally provides critical high-touch retention strategies (including crisis intervention) and matriculation services for our very vulnerable population of nonnative English speakers. She also plans the ESL Registration Day, links students with on- and off-campus resources, coordinates with counseling, and is in charge of the daily operations of the ELI. Without this position, this marginalized population of ESL students would not have accessible, equitable pathways to reach their academic and personal goals.

Counseling: We have been surviving on the generosity of the Counseling department for the provision of counselors for ESOL students; currently, two adjunct counselors provide counseling for over three hundred ESOL students in addition to other duties assigned to them. These counselors are facing myriad issues in light of the AB 705 legislation that is mandating multiple measures; no guidelines have been issued for the application of Multiple Measures for ESOL students, so the counselors' work has increased dramatically as they try to place students effectively in this era of change. In keeping with the college's commitment to equity and guided pathways, it is critical to put more resources towards counseling for ESOL students, who are ineligible for first-year experience wraparound services and much of the guided pathways focus.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

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User Name: Chu-Mraz, Serena

Response Types: All Responses Types

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
No Documents to Display			

II.A.3.b. Personnel FTE

Provide the current FTE of each category of personnel.

- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Response Detail
No Response Information to Display

Narrative
FT Faculty 3 FTE Adjunct Faculty 4 FTE Classified Staff 1 FTE Administrator 0.2 FTE

Suggested Follow Ups	
Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Associated Objectives	Planning Unit
No Associated Objectives to Display	

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
No Documents to Display			

Search Standards By User

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Response Types: All Responses Types

II.A.4. Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Response Detail

No Response Information to Display

Narrative

As a community college, Skyline College aims to serve a wide variety of students from diverse backgrounds, and therefore open access is crucial. The ESOL Department plays a key role in meeting this mission of accessibility. The ESOL strives to ensure that all students, regardless of their background, can achieve their goals, whether it be to earn a certificate, transfer to a four-year university, or improve job skills. Following are some ways we are working towards access or issues that decrease access:

PACE Learning Community. The PACE (Proficiency in American Culture and English) Learning Community is a prime example of how we are improving access for non-native speakers. Research shows that students who feel they are part of a community on campus have higher completion rates and are more successful. The PACE Learning Community allows students to follow a pathway that takes them from ESOL courses to transfer-level courses. Because students take classes together in the same cohort and stay together in subsequent semesters, they form strong bonds and support each other in the learning process. The PACE community-building activities such as PACE Family Night, bowling trips, and picnics help students feel a sense of belonging. The instructor, who stays with the cohort for three semesters in a row, can guide them and support them more effectively because she knows them well. It is clear that PACE is increasing access because the rate of student success is higher in this learning community than in other ESOL classes.

ACCEL (Adult Education and Career Educational Leadership). ACCEL provides opportunities for students from the adult schools to improve their English, meet their goals, and access pathways towards careers or additional education. The ESOL Department has played a key role in ACCEL by offering contextualized English courses for adult schools students in both the health and hospitality fields. These courses support the mission of ACCEL by giving students a pathway and access to careers and community college. Hospitality ADVANCE, which is a bridge course offered at South San Francisco Adult School and is taught by Skyline's ESOL faculty, segues into the Hospitality Tourism and Management Program, where students take credit courses in HTM and earn the Guest Service Entry Level Professional Certificate.

English Language Institute (ELI) and ESL Reg Day. It is exceedingly difficult for students to make sense of CCC Apply in order to navigate the registration process and apply for financial aid when English is not their first language. The English Language Institute provides face-to-face support for students in registering for classes, applying for financial aid, and connecting them with campus resources. The ELI also provides dedicated counselors for ESOL students. ESL Reg Day occurs once each semester and supports students in applying for Skyline College, assessment, and orientation. The ELI and ESL Reg Day provide access to students because without it, many of them would be confused by the whole registration process and very likely give up.

Embedded tutoring. With the support of the College Success Initiative (CSI), we started to embed tutors into our ESOL classes from Fall 2017. These tutors attend the class sessions and so are aware of what the teacher is teaching and the requirements for the assignments. The embedded tutors support students during class and outside of class in the Learning Center. Though this program is still in its early phases and data is not yet available, it seems as if students are connecting well with their embedded tutors and meeting with them frequently outside of class. The embedded tutoring program increases access because it offers students, especially those who are struggling, an additional resource to support them in their classes.

Scheduling and Offering Patterns. We changed our offering of the core courses and listening/speaking courses; we used to offer the listening/speaking on separate days from the core courses, but now we offer both core and listening/speaking Levels 2 and 3 courses on Tuesdays and Thursdays and Levels 4 and 5 courses on Mondays, Wednesdays, and Fridays. Allowing students to take the entire level on the same days has been successful. We recently adjusted the offering of ESOL 400 at 9:35 am (previously at 8:10) to accommodate students who need to drop their kids off at school in the mornings; in fact, we find that 8:00 am courses do not fill well because many of our students are parents, so this may be replicated across other classes. Because our evening classes serve our working students, we need to maintain our evening program. At this time, we have not been able to run our evening program at full capacity, potentially due to student time issues that we have yet to understand fully. One strategy that shows promise is the cohort model of transitioning students from one level to the next with the same instructor. Levels 2 and 3 are taught by one instructor, and certain faculty who have minimum qualifications for both ESOL and English are able to take students from Level 4 to Level 5 and into English 105. The retention of these students is significantly higher than when the course assignment is not staffed with intentionality.

One area where we see restricted access is in the practice of our Level 2 courses getting canceled, sometimes before the semester even begins. In the past, we offered Level 2 courses every semester. Now, we are told we can offer them only once a year. This restricts access to students, especially from the Adult Schools, because if they cannot get into a Level 2 class, then they will need to wait a whole year before entering the ESOL program.

In terms of online or hybrid courses, we are not offering any at this time, but we are looking into creating a hybrid class for ESOL 840, where students can take part of the course face-to-face on Saturdays and take the other part online (most likely the grammar portion of the course). This would allow students who work during the week a more flexible schedule to take the courses in evenings and on Saturdays. We are hoping that in the future we could make ESOL 875 a co-requisite to ESOL 400. ESOL 875 could be made into a hybrid or online course. This would support the AB 705 implementation intent to provide co-requisite support.

Regarding summer offerings, we were dismayed to be told that we would not be allowed to offer summer courses due to low prediction of filling. Therefore, ESOL students must go several months between semesters without instruction. This is not ideal, and we are seeking a solution to provide more continuity of instruction.

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Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

II.A.5. Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

ACCEL: the SMCCCD Adult Education Block Grant (AEBG) Consortium - For the last three years, the ESOL department has been engaged in alignment and collaboration with the local adult education feeder schools. This has resulted in ESOL providing free instruction at the adult schools in ESL for Hospitality and ESL for Health Care. It is unclear how sustainable it is to have valuable teaching resources being diverted outside the department for a very small number of students who make the transition to Skyline College and get degrees or certificates. We will continue to monitor this initiative with a focus on ensuring that department resources are expended on creating reachable goals for students.

AB 705: AB 705, the legislation which mandates that all colleges maximize the probability that ESL students enter and complete transfer-level English in three years' time, is required to be implemented by Fall 2019. Skyline's ESOL department is prepared to meet this mandate provided that we can offer classes with regularity. The four levels of ESOL can be completed easily for daytime students if they take one class each semester; however, when levels are cancelled, this delays that pathway. Additionally, evening students may struggle to complete if our classes keep getting cancelled.

Curriculum: The ESOL department is examining further innovations to the curriculum that can better facilitate students' pathway through the program and create greater success. Possible innovations include:

Requiring ESOL 875 as a co-requisite to ESOL 400, following the co-requisite support model that the state is encouraging for English and Math.

Revising ESOL 875 as an online course to increase potential for students in both day and evening to take it with ESOL 400.

Revising ESOL 840 as a hybrid, meeting 4 hours face-to-face and 2 hours online.

Encouraging adjunct faculty to accept a load of one core 6-unit class (840, 830, or 820) along with its paired 4-unit

Listening/Speaking class (854, 853, 852), equaling a 10-unit load per semester and enabling thematic instruction across both courses that will increase retention of the material.

Inconsistency of Staffing: Our difficulty in attracting and retaining quality part-time instructors impacts student success. As stated earlier, recruiting, selecting, orienting, evaluating and mentoring new adjuncts has strained the resources of the full-time faculty and has had an impact on consistency of teaching and learning.

Multiple Measures Assessment Project: While English and Math have moved rapidly towards the elimination of a placement test in favor of guided self-placement and use of transcripts and GPA, such options are a challenge to apply to ESOL students, many of whom have no transcripts. The vision for application of MMAP to ESL is a subject of discussion at the state chancellor's office and will take time to develop; one of our faculty members is a member of the committee dedicated to this work. At this time, ESOL views the placement test as a necessity, but one that could be improved and enhanced via other measures. We are working closely with our counselors to meet the needs of EL students from the high schools who are being netted into the MMAP pathways but who may not be ready for transfer-level English.

College Initiatives and Support: The Skyline College Promise Scholars program "provides incoming full-time students with comprehensive support that includes a full scholarship for one year, academic support, dedicated counseling, and career and professional development. The program is open to recent High School graduates, or students who have recently completed their GED or adult continuation program." As such, ESOL students are ineligible for the benefits of the Promise Scholars program, and are in need of other supports to ensure their success. Currently, the English Language Institute (being renamed ESL Connect in the next year) is the service that provides retention, counseling, and matriculation support for ESOL students.

Supplemental Instruction: One support that ESOL is exploring with greater depth is the use of Supplemental Instruction (SI) and embedded tutors in the classroom. SI has been employed in ESOL classes for the past five years to increasing levels of success. Embedded tutoring began in Fall 2017- Spring 2018 in six classes and shows great promise.

College for Working Adults: The newest emerging initiative at Skyline College, the College for Working Adults, has potential to impact ESOL students via creating more reachable options for adult ESOL learners who are seeking certificates and degrees. The unique needs of these older students necessitates an innovative structure to their course pathway that will be explored by the ESOL department as this initiative moves forward.

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Suggested Follow Ups

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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

II.A.6. Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

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Response Detail

No Response Information to Display

Narrative

Gender: We have slightly lower representation by men than the college average. Our courses are 41% male while the college average is about 45%. A large number of our students are mothers, sisters, and wives of working husbands, sons, and brothers. There is a lot of cultural pressure within our student population for the males to support their families (here and in their home communities). Also, as a by-product of this, many of their wives, sisters, and mothers then have more time to devote to studies and this skews the gender ratio even further. However, since 2013, this gender gap has been decreasing from 39% male representation in 2012-2013 to 44% representation in 2016-2017. As a possible solution to this, we could do more outreach to employers in the area to attract male ESOL students, and the college could work towards creative scheduling that works better for working adults. If we were able to offer more night classes, we might also have a larger male representation.

Age: Generally, the ESOL students are older than the general student population. Our average percentages for students ages 18-22 are lower than the college average. Our average percentages for students ages 23-38 are larger than the college average. In nearly every category for students over 29 (ages 29-60) we have significantly larger numbers of students than the college average. This is because our students either arrive to the U.S. in mid-life with families or return to school after raising their families. In addition, many of our students in our program wish to enhance their English skills to gain much needed job skills and credentials and advance themselves in their careers, so these students tend to be older. In this sense, we are engaging a minority population at the college very well.

Race & Ethnicity: It is difficult for our program to interpret the data based on race and ethnicity as our students come from non-English speaking countries and so by definition are diverse. We have a very large representation of Asian students in our program--54% compared to the colleges 20% in 2016-2017. We are below the college's numbers in representation by Hispanic/Latino students (18% college vs. 17.4% for ESOL) and also in Filipino representation (16.6% college vs. 6% ESOL). The number of Hispanic/Latino students has been shrinking in the past few years from 21% of our students in 2012-13 to 17% of our students in 2016-17. This could be because of a variety of factors including but not limited to a better economy here and in many home countries and increasing immigration enforcement targeting the Hispanic/Latino community. Meanwhile, our numbers of Filipino students has been growing from 4.7% in 2012-13 to 6% in 2016-17. English is the language of instruction in the Philippines. Thus, many of the Filipino students do not come through our program; they come in at the higher levels and are in our program for a shorter span of time.

The data provided by PRIE on our students' ethnicity is only part of the picture. Unfortunately, the ethnic/racial descriptors which the students have available to them do not fully capture who our students are. Each semester, students in our ESOL program do an online NoviSurvey to provide data on background and needs; not all of the students do the survey, but from the 678 students who completed the survey between the semesters of Fall 2016 and Spring 2018 (four semesters of data), at least fifty-six countries are represented. This survey data shows that we have high representation in our program of students from China (approx 23.1%), Burma (approx 11.3%), Philippines (7.3%) Mexico (5.6%), El Salvador (4.9%), Nepal (4.1%) and Guatemala (3.2%). The other national origins of the others students is very varied. While this data is imperfect (not all students took the survey and some students may be double counted across semesters), it proves that within the college's descriptor of "Asian" we have students who hail from China, Burma, Nepal, Armenia, India, Indonesia, Iran, Japan, Korea, Kyrgyzstan, Macau, Mongolia, Nepal, Taiwan, Thailand, Turkey, Turkmenistan, Uzbekistan, and Vietnam. These students are not a homogenous group, and they have different academic needs. By putting them all under one descriptor, we potentially miss seeing inequities in our program's services and in the college's services as a whole. Furthermore, we have students who, because of the descriptors, end up without a box to tick. For example, what boxes should students from Uzbekistan, Turkey, Nigeria, Algeria, Yemen, or Iran tick? As a department, we would like to challenge the college to move beyond the limitations of the U.S. Census predetermined ethnic descriptors. It would be useful for our department if PRIE was better positioned to track student success based on different or self-determined racial/ethnic descriptors.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Chu-Mraz, Serena

Response Types: All Responses Types

Associated Objectives	Planning Unit
No Associated Objectives to Display	

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
ESOL Dept Data PRIE 2017-18.pdf	Portable Document Format	151.519 KB	3/14/2018 7:18:37 PM
ESOL Novii Survey _Countries of Origin_2_28_18.xlsx	Microsoft Excel Document	16.259 KB	3/14/2018 7:18:37 PM
Skyline College Data PRIE 2017-18.pdf	Portable Document Format	151.166 KB	3/14/2018 7:18:37 PM

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Chu-Mraz, Serena

Response Types: All Responses Types

III. Section III: Program Curriculum (Programs With Course Offerings Only)

III.A. Curriculum Review

There are four steps to program review of curriculum:

- (1) Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. <http://www.skylinecollege.edu/comprehensiveprogramreview/directionsforms.php>
- (2) Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. <http://www.skylinecollege.edu/comprehensiveprogramreview/directionsforms.php>
- (3) Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).
- (4) Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Response Detail

No Response Information to Display

Narrative

These steps have been completed. The Course Outline and Prerequisite Checklist Table has been uploaded to SPOL.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
ESOL Comprehensive Program Review Curriculum Table 3_18.docx	Microsoft Word Document	20.259 KB	3/16/2018 2:54:55 PM

IV. Section IV: Reflection

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Chu-Mraz, Serena

Response Types: All Responses Types

IV.A.1. Considering Key Findings

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Source: CPR
Cycle: CPR (2017-18 Cycle)
User Name: Chu-Mraz, Serena
Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

Strengths:

The ESOL department is succeeding in ushering students through the certificate and degree attainment process. In the 2016-2017 year, 328 ESOL students had gotten a degree or certificate, 259 of which did so through the ESOL 400 pathway. This shows that our program is not only effectively promoting ESOL student success but also indicates that ESOL 400 is not the only desirable pathway to degree and certificate completion. Therefore, this encourages the ESOL department to create, maintain, and enhance alternative pathways to degree and certificate completion in parallel with ESOL 400.

The cohort model shows promise with the PACE learning community yielding strong outcomes. Overall the ESOL department prepares students well for transfer-level English. Data shows that ESOL students coming from ESOL 400 into English fare better in English classes; ESOL student success in ENGL 100 is 78% compared to 71% for the general college population; ENGL 105 shows 82% success for ESOL 400 students compared with 69% of the general population.

PACE ESOL 400 classes have a success rate of around 79% versus 400 classes outside of PACE, which yield a 65% success rate. The PACE ENGL 105 courses have only one semester of data from Spring 2017 but are yielding an 82% success rate as compared with general ENGL 105 classes showing a 68% success rate. The critical elements of the PACE learning community include a co-requisite grammar course to ESOL 400, paired transferable courses, shared themes, community building activities, a cohort model using a consistent instructor over successive semesters, and ELI support.

Retention data:

Retention has increased markedly in the Spring 2017 term (78% from 71% previous Spring) following some smaller increases since 2015. Significant contributions to this may include:

Hiring of Program Services Coordinator for the ELI

Supporting new hire in ESOL from 2013 with a balanced schedule

Hiring a new faculty in 2016

Implementation of Supplemental Instruction, embedded tutoring, use of Retention Specialist, and other success strategies

Enhancement and building out of PACE learning community

Training in ENGL 105 Community of Practice

Application of cohort model across department

Integration of thematic teaching at all levels

Meetings among instructors at each level to discuss best practices, challenges, and ways to support students

Analysis and alignment of textbook adoption practices

Challenges:

ESOL continues to struggle with the following:

Serving the needs of a our student population so that they can succeed in college. Our student population is largely older than the college mean. They often have children, are employed in service industries, are the most socially mobile and English proficient in their families and are thus relied upon heavily, and they often lack equity in their daily lives.

Continuing to innovate to meet the needs of our students in light of the stresses on the current full-time faculty with increasing responsibilities in participatory governance, institutional initiatives, and mentoring of adjunct faculty

Scheduling classes to meet the needs of our population and fill them to avoid cancellation especially at the lower levels.

Attracting and retaining quality adjunct faculty without expending excessive mentoring and guidance by the full-time faculty

Continuing alignment with adult school programs who have a different level of commitment to transition-building

Working with counseling and AB705 regulations to develop an appropriate placement process for all ESOL students

Opportunities:

Some opportunities exist to explore shortening an ESOL student's path via revisions of ESOL courses to add an American culture component and thus being eligible for CSU Humanities C2 area, the same area that includes Foreign Language. State legislation AB 705 states that "Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above." Application of this statement may yield opportunities to allow ESOL students to use ESOL as their foreign language requirement; work at the CCCCO is being undertaken now on this topic.

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Chu-Mraz, Serena

Response Types: All Responses Types

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
2018-03-14_ESOL_DegreeCertCompleters.png	PNG Image File	23.096 KB	3/14/2018 7:09:16 PM
ESOL_CPR_ENGL100_by_Previous_Enrollment_ESOL400_final.xlsx	Microsoft Excel Document	11.28 KB	3/14/2018 7:38:11 PM
ESOL_CPR_ENGL105_By_Previous_ESOL400_Jan_23 (1).xlsx	Microsoft Excel Document	7.226 KB	3/14/2018 7:38:11 PM
ESOL_CPR_PACE_Success_Data_final.xlsx	Microsoft Excel Document	10.86 KB	3/14/2018 7:38:11 PM

IV.A.2. Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Response Detail

No Response Information to Display

Narrative

The ideal future of the program is an ESOL department that is fully integrated with educational programs on campus so that pathways for students also include the necessary pathways through language proficiency. The program must be able to serve ESOL students in a cohesive way that equitably allows students to access the supports and benefits that all students at the college have. Working adults need options to access our high-unit courses, and classes in sequence cannot face cancellations that will impact students' ability to get in, through, and out on time. Classes need more support components such as co-required grammar for ESOL 400, embedded tutoring, and block scheduling for greater access. Innovative courses contextualized for the workplace (ESL for the Workplace, ESL for Child Care, and ESL for Health Care) need to be revived and inserted with intentionality into CTE programs at the campus. The ESOL department would like to see the above result in increased enrollment to better serve our population.

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Chu-Mraz, Serena

Response Types: All Responses Types

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

V. Section V: Strategy for Program Enhancement

V.A. Program Strategy

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue. [NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Response Detail

No Response Information to Display

Narrative

Co-require ESOL 875 and 400

Plan: Following the models set by sister college Cañada college and the Skyline Math Department, as well as the method being touted by the AB 705 implementation task force (co-requiring a valuable course to the core course), we will begin work on co-requiring ESOL 875 with every ESOL 400 course.

Date: Spring 19 work for Fall 2019 implementation

Resources needed: none

Revise CORs to create online or hybrid ESOL 875, 874, 873, 872, and 840 classes

Plan: Make the following courses available online or in a hybrid form: ESOL 875, 874, 873, 872, and 840. We intend to start with ESOL 875 in Spring 2019 implementation. Given the success 875 we will continue with the remaining courses.

Date: Spring 2019 for Fall 2019 implementation

Resources needed: CTTL Trainings offered more frequently (not just one training at end of Spring 2018). Reassigned time for research of other hybrid ESOL models. This reassigned time could also be used for training in creation of quality hybrid and/or online instruction applicable to ESOL students. Note that this population is not currently well-served by online instruction and hybrid models are rare and only in infancy at many institutions.

Engage with college initiatives that can result in allocation of greater resources to attract, retain, and propel ESOL students through our program and into certificates and degrees

Plan: We will engage the college in discussions of including ESOL students in the College Promise Program. We will collaborate on the new College for Working Adults to ensure support and pathways for ESOL students.

Date: Fall 2018

Resources needed: none

Continue to request for an additional full-time ESOL faculty member

Plan: Continue to request additional ESOL faculty through appropriate channels: Language Arts Division FTE discussions, requests to Dean, and continued work to keep the Vice President of Instruction informed of our programs.

Date: Fall 2018 for hiring to take place in Spring 2019

Resources needed: \$65,244-98,496 salary range and benefits

Collaborating with college initiatives and departments, revive and connect contextualized workplace ESL courses and situate them in pathways and programs that will support ESOL success in CTE

Plan: Start conversation with Dean of Workforce Development about collaboration for programs like ESOL for ECE, ESL for Health Care, and ESL for the Workplace.

Date: Fall 2018

Resources needed: none

Request a staff member dedicated to ESOL outreach

Plan: We will request a staff member dedicated to ESOL outreach.

Date: Fall 2018

Resources needed: One classified staff member (\$47,328-71,772 for salary and more for benefits if hired full-time)

Scale up implementation of embedded tutoring across department

Plan: We will continue to work with initiatives such as Supplemental Instruction and Embedded tutoring across all levels of ESOL.

Date: Fall 2018 continue collaboration with TLC and CSI.

Resources needed: None, provided that existing CSI funding continues.

ELI Resources

Plan: We will request a speedy and complete resolution to the transition of the ELI to a new building with a new name and with effective signage, outreach, and referral.

Date: Fall 2018

Resources: None, provided that existing funding continues.

PACE Funding

Plan: Build on the data from PACE that shows the success of co-required grammar with ESOL 400, and create a coreq of ESOL 875 for ESOL 400 to improve student success. These funds would be for community building activities such as but not limited to: a ropes course, bowling, a class barbeque, or a class game day. The funds are also for educational field trips such as a Precita Eyes Mural tour in coordination with topics studied in class. Additionally, the funds help cover the cost of the PACE Learning Community potluck at the end of each semester and graduation cords/stoles for graduating/transferring students.

Date: Fall 2018-Spring 2019

Resources: \$2500

Increase ESOL Counseling to Meet Need

Plan: Coordinate with Counseling, LA Dean and Counseling Dean, to better serve the needs of ESOL students. Currently we have about twenty hours of counseling services per week for students. It would greatly help our students if we could increase this to about thirty hours per week of counseling services.

Date: Late Spring 2018

Resources: None under ESOL

Advocate for Equity and Access for ESOL Students Affected by Course Cancellations

Plan: We will engage in discussions of a sustainable, equitable plan for course offerings that supports the pathways through ACCEL into Skyline:

Date: Fall 2018

Resources: None

Request that the College Collect Ethnic Data that More Accurately Represents the Diversity of the ESOL Student Body

Plan: Work with PRIE to work on how to best collect this data and make sure that the information is reliable.

Date: Fall 2018

Resources: None

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display	
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Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Chu-Mraz, Serena

Response Types: All Responses Types

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link

URL

No Internet Links to Display

Documents

File Name

File Type

File Size

File Date

No Documents to Display

V.B. Action Plan and Resource Requests

Develop one or more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date

Suggested Follow Up

No Suggested Follow Ups to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Chu-Mraz, Serena

Response Types: All Responses Types

Associated Objectives	Planning Unit
Advocate for Equity and Access for ESOL Students Affected by Course Cancellations	English for Speakers of Other Languages
Co-require ESOL 875 and 400	English for Speakers of Other Languages
Collaborating with college initiatives and departments, revive and connect contextualized workplace ESL courses and situate them in pathways and programs that will support ESOL success in CTE	English for Speakers of Other Languages
Continue to request an additional full-time ESOL faculty member	English for Speakers of Other Languages
ELI Resources	English for Speakers of Other Languages
Engage with college initiatives that can result in allocation of greater resources to attract, retain, and propel ESOL students through our program and into certificates and degrees	English for Speakers of Other Languages
Increase ESOL Counseling to Meet Need	English for Speakers of Other Languages
PACE Funding	English for Speakers of Other Languages
Request a staff member dedicated to ESOL outreach	English for Speakers of Other Languages
Request that the College Collect Ethnic Data that More Accurately Represents the Diversity of the ESOL Student Body	English for Speakers of Other Languages
Revise CORs to create online or hybrid ESOL 875, 874, 873, 872, and 840 classes	English for Speakers of Other Languages
Scale up implementation of embedded tutoring across department	English for Speakers of Other Languages

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
No Documents to Display			

Objectives by Planning Unit and Status

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2413ESOL00	English for Speakers of Other Languages	Chu-Mraz, Serena

Objective Status: New/In Progress

340 Co-require ESOL 875 and 400

Plan: Following the models set by sister college Cañada college and the Skyline Math Department, as well as the method being touted by the AB 705 implementation task force (co-requiring a student success course to the core course), we will begin work on co-requiring ESOL 875 with every ESOL 400 course.

Date: Spring 19 work for Fall 2019 implementation

Resources needed: none

341 Revise CORs to create online or hybrid ESOL 875, 874, 873, 872, and 840 classes

Plan: Make the following courses available online or in a hybrid form: ESOL 875, 874, 873, 872, and 840. We intend to start with ESOL 875 in Spring 2019 implementation. Given the success 875 we will continue with the remaining courses.

Date: Spring 2019 for Fall 2019 implementation

Resources needed: CTTL Trainings offered more frequently (not just one training at end of Spring 2018). Reassigned time for research of other hybrid ESOL models. This reassigned time could also be used for training in creation of quality hybrid and/or online instruction applicable to ESOL students. Note that this population is not currently well-served by online instruction and hybrid models are rare and only in infancy at many institutions.

342 Engage with college initiatives that can result in allocation of greater resources to attract, retain, and propel ESOL students through our program and into certificates and degrees

Plan: We will engage the college in discussions of including ESOL students in the College Promise Program. We will collaborate on the new College for Working Adults to ensure support and pathways for ESOL students.

Date: Fall 2018

Resources needed: none

343 Continue to request an additional full-time ESOL faculty member

Plan: Continue to request additional ESOL faculty through appropriate channels: Language Arts Division FTE discussions, requests to Dean, and continued work to keep the Vice President of Instruction informed of our programs.

Date: Fall 2018 for hiring to take place in Spring 2019

Resources needed: \$65,244-98,496 salary range and benefits

344 Collaborating with college initiatives and departments, revive and connect contextualized workplace ESL courses and situate them in pathways and programs that will support ESOL success in CTE

Plan: Start conversation with Dean of Workforce Development about collaboration for programs like ESOL for ECE, ESL for Health Care, and ESL for the Workplace.

Date: Fall 2018

Resources needed: none

345 Request a staff member dedicated to ESOL outreach

Plan: We will request a staff member dedicated to ESOL outreach.

Date: Fall 2018

Resources needed: One classified staff member (\$47,328-71,772 for salary and more for benefits if hired full-time)

346 Scale up implementation of embedded tutoring across department

Plan: We will continue to work with initiatives such as Supplemental Instruction and Embedded tutoring across all levels of ESOL.

Date: Fall 2018 continue collaboration with TLC and CSI.

Resources needed: None, provided that existing CSI funding continues.

347 ELI Resources

Plan: We will request a speedy and complete resolution to the transition of the ELI to a new building with a new name and with effective signage, outreach, and referral.

Date: Fall 2019

Resources needed: None, provided that existing funding continues.

348 PACE Funding

Plan: Build on the data from PACE that shows the success of co-required grammar with ESOL 400, and create a coreq of ESOL 875 for ESOL 400 to improve student success.

These funds would be for community building activities such as but not limited to: a ropes course, bowling, a class barbeque, or a class game day. The funds are also for educational field trips such as a Precita Eyes Mural tour in coordination with topics studied in class.

Additionally, the funds help cover the cost of the PACE Learning Community potluck at the end of each semester and graduation cords/stoles for graduating/transferring students.

Date: Fall 2018-Spring 2019

Resources needed: \$2500

349 Increase ESOL Counseling to Meet Need

Plan: Coordinate with Counseling, LA Dean and Counseling Dean, to better serve the needs of ESOL students. Currently we have about twenty hours of counseling services per week for students. It would greatly help our students if we could increase this to about thirty hours per week of counseling services.

Date: Late Spring 2018

Resources needed: None under ESOL

350 Advocate for Equity and Access for ESOL Students Affected by Course Cancellations

Plan: We will engage in discussions of a sustainable, equitable plan for course offerings that supports the pathways through ACCEL into Skyline:

Date: Fall 2018

Resources needed: None

351 Request that the College Collect Ethnic Data that More Accurately Represents the Diversity of the ESOL Student Body

Plan: Work with PRIE on how to most efficiently and reliably collect relevant ethnic student data that shows a more accurate picture of our student demographic so that we may better analyze and meet their needs.

Date: Fall 2018

Resources needed: None

Enhanced Budget with Objective and Task Detail

Budget Account #: 2413ESOL00--

Planning Unit Code: 2413ESOL00

Unit Manager: Chu-Mraz, Serena

Budget Account: English for Speakers of Other Languages

Planning Unit: English for Speakers of Other Languages

Planning Year:2018-2019

GL Code	Description	Requested		Objective Title	Task Description
		Qty	Cost		
1110 - TEACHING SALARY	\$65,244-98,496 salary range and benefits for a new faculty member.			\$65,244	Continue to request an additional full-time ESOL faculty member Continue to request additional ESOL faculty through appropriate channels: Language Arts Division FTE discussions, requests to Dean, and continued work to keep the Vice President of Instruction informed of our programs. Resources needed: \$65,244 - 98,496 salary range and benefits.
1110 - TEACHING SALARY	48 hours at \$67.00/hour (\$3216) + \$22.00/hour benefits (\$1056) = \$4272 for any curriculum development			\$4,272	Revise CORs to create online or hybrid ESOL 875, 874, 873, 872, and 840 classes Plan: Make the following courses available online or in a hybrid form: ESOL 875, 874, 873, 872, and 840. We intend to start with ESOL 875 in Spring 2019 implementation. Given the success 875, we will continue with the remaining courses. To do this, we need: 1) CTTL Trainings offered more frequently (not just one training at end of Spring 2018) 2) Reassigned time for research of other hybrid ESOL models. This reassigned time could also be used for training in creation of quality hybrid and/or online instruction applicable to ESOL students. Note that this population is not currently well-served by online instruction and hybrid models are rare and only in infancy at many institutions.
2312 - CLASS ADM HRLY	One classified staff member (\$47,328-71,772 for salary and more for benefits if hired full-time).			\$47,328	Request a staff member dedicated to ESOL outreach One classified staff member (\$47,328-71,772 for salary and more for benefits if hired full-time).
4310 - INSTR SUPPLIES	These funds would be for community building activities such as but not limited to: a ropes course, bowling, a class barbeque, or a class game day. The funds are also for educational field trips such as a Precita Eyes Mural tour in coordination with topics studied in class. Additionally, the funds help cover the cost of the PACE Learning Community potluck at the end of each semester and graduation cords/stoles for graduating/transferring students.			\$2,500	PACE Funding Plan: Build on the data from PACE that shows the success of co-required grammar with ESOL 400, and create a coreq of ESOL 875 for ESOL 400 to improve student success. These funds would be for community building activities such as but not limited to: a ropes course, bowling, a class barbeque, or a class game day. The funds are also for educational field trips such as a Precita Eyes Mural tour in coordination with topics studied in class. Additionally, the funds help cover the cost of the PACE Learning Community potluck at the end of each semester and graduation cords/stoles for graduating/transferring students. Date: Fall 2018-Spring 2019 Resources needed: \$2500
Total for 2413ESOL00-- English for Speakers of Other Languages:				\$119,344	

2016-2017 Skyline College Degree and Certificate Completers	
Taken Any ESOL at Skyline College	328
• Taken ESOL 400 at Skyline College	259
No ESOL Course-taking history	3898
Total	4226

Most Popular Degree Subject Areas Among Awardees with ESOL History
Interdisciplinary Studies
Accounting
Allied Health Science
Natural Science
Business Administration

Most Popular Certificate Subject Areas Among Awardees with ESOL History
Early Childhood Education
Accounting
Automotive Technology
Cosmetology
Telecommunication & Network Info Tech

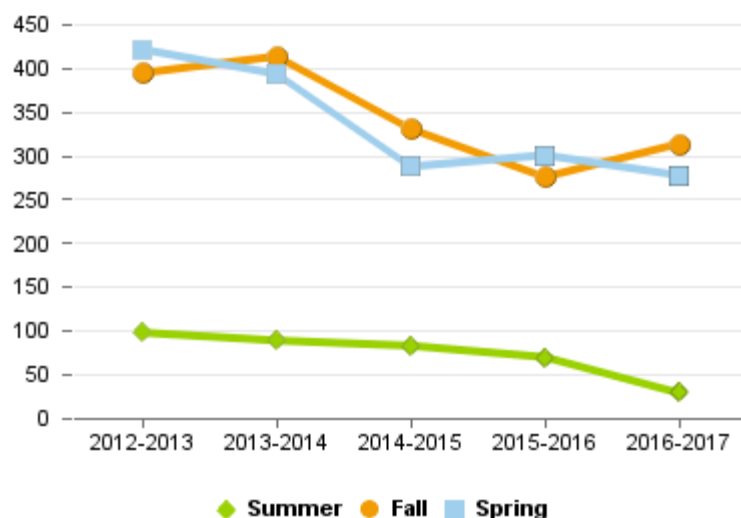
SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): ESOL

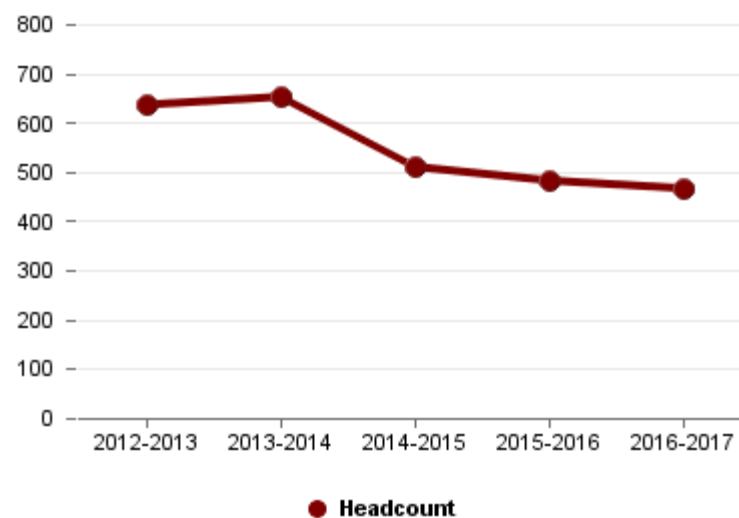
Unduplicated Headcount by Term

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Summer	97	88	82	69	28
Fall	394	413	330	275	313
Spring	421	393	287	300	277
Total	636	652	510	482	466

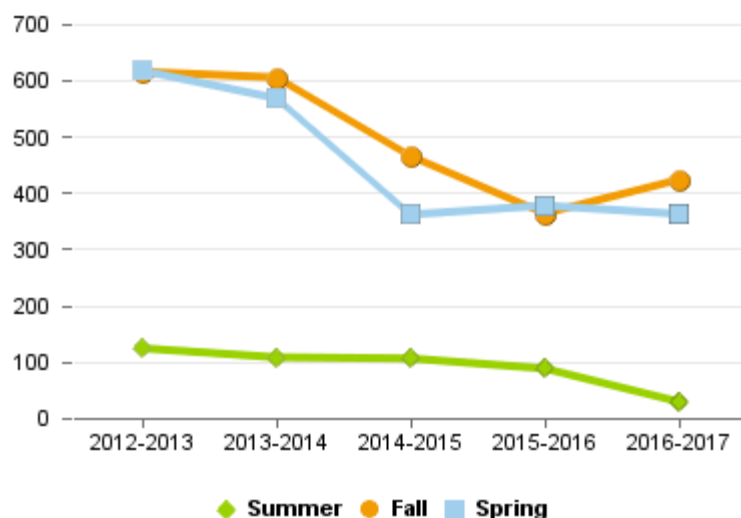
Term Headcount



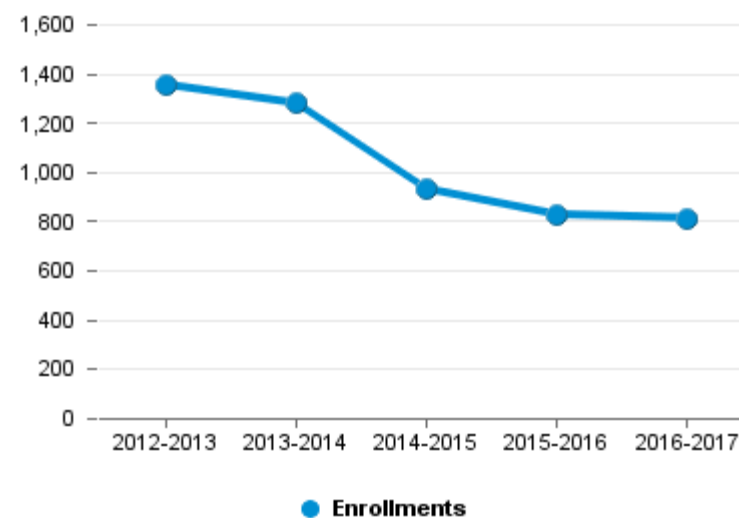
Annual Headcount



Term Enrollments



Annual Enrollments

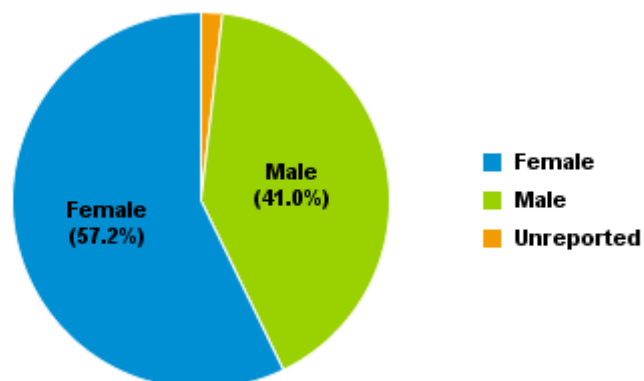


SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): ESOL

Unduplicated Headcount by Gender and Ethnicity

	Female		Male		Unreported	
2012-2013	381	59.9%	245	38.5%	10	1.6%
2013-2014	357	54.8%	279	42.8%	16	2.5%
2014-2015	294	57.6%	206	40.4%	10	2.0%
2015-2016	276	57.3%	200	41.5%	6	1.2%
2016-2017	254	54.5%	205	44.0%	7	1.5%
Total	1,129	57.2%	809	41.0%	36	1.8%



	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Asian	315	49.5%	322	49.4%	247	48.4%	225	46.7%	252	54.1%
Black - Non-Hispanic	7	1.1%	5	0.8%	3	0.6%	6	1.2%		
Filipino	30	4.7%	32	4.9%	28	5.5%	28	5.8%	28	6.0%
Hispanic/Latino	131	20.6%	138	21.2%	93	18.2%	101	21.0%	81	17.4%
Pacific Islander	1	0.2%	3	0.5%	2	0.4%	1	0.2%	1	0.2%
White Non-Hispanic	75	11.8%	74	11.3%	82	16.1%	72	14.9%	58	12.4%
Multi Races	52	8.2%	57	8.7%	37	7.3%	31	6.4%	32	6.9%
Unreported	25	3.9%	21	3.2%	18	3.5%	18	3.7%	14	3.0%

SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): ESOL

Unduplicated Headcount by Age

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Age Under 18	36	5.7%	40	6.1%	22	4.3%	36	7.5%	25	5.4%
Age 18 - 22	192	30.2%	192	29.4%	166	32.5%	176	36.5%	188	40.3%
Age 23 - 28	113	17.8%	147	22.5%	110	21.6%	95	19.7%	95	20.4%
Age 29 - 39	150	23.6%	126	19.3%	113	22.2%	88	18.3%	86	18.5%
Age 40 - 49	87	13.7%	79	12.1%	60	11.8%	54	11.2%	41	8.8%
Age 50 - 59	46	7.2%	51	7.8%	28	5.5%	23	4.8%	22	4.7%
Age 60 +	12	1.9%	17	2.6%	11	2.2%	10	2.1%	9	1.9%
Total	636		652		510		482		466	

Unduplicated Headcount by Goal

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
4yr stu take class for 4yr col	18	2.8%	15	2.3%	10	2.0%	7	1.5%	3	0.6%
College Preparation	72	11.3%	72	11.0%	62	12.2%	49	10.2%	41	8.8%
CTE Certif/Career Development	79	12.4%	91	14.0%	51	10.0%	51	10.6%	49	10.5%
Degree/Transfer	373	58.6%	373	57.2%	327	64.1%	335	69.5%	328	70.4%
Exploratory	94	14.8%	101	15.5%	60	11.8%	40	8.3%	45	9.7%
Total	636		652		510		482		466	

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): ESOL (Excludes Summer)

Annual Success and Retention

	Enrollments	Success Count	Success Rate	Withdrawal Rate
2012-2013	1,232	877	71.2%	12.4%
2013-2014	1,173	764	65.1%	14.4%
2014-2015	826	566	68.5%	14.9%
2015-2016	740	538	72.7%	12.8%
2016-2017	785	596	75.9%	12.7%
Total	4,756	3,341	70.2%	13.5%

Term Success and Retention

	Enrollments	Success Count	Success Rate	Withdrawal Rate
Fall 2012	615	443	72.0%	11.2%
Fall 2013	605	412	68.1%	11.1%
Fall 2014	465	320	68.8%	12.9%
Fall 2015	363	269	74.1%	11.8%
Fall 2016	423	313	74.0%	13.2%
Spring 2013	617	434	70.3%	13.6%
Spring 2014	568	352	62.0%	18.0%
Spring 2015	361	246	68.1%	17.5%
Spring 2016	377	269	71.4%	13.8%
Spring 2017	362	283	78.2%	12.2%
Total	4,756	3,341	70.2%	13.5%

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): ESOL (Excludes Summer)

Success and Retention by Ethnicity

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			Total		
	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l
Asian	597	73%	13%	564	68%	14%	394	72%	13%	344	79%	8%	425	80%	10%	2,324	74%	12%
Black - Non-Hispanic	12	75%	0%	9	78%	22%	3	67%	0%	13	54%	23%			100%	37	68%	14%
Filipino	52	54%	23%	41	73%	12%	44	68%	16%	37	81%	3%	41	85%	10%	215	71%	13%
Hispanic/Latino	278	68%	11%	292	60%	14%	165	60%	20%	167	65%	20%	149	72%	13%	1,051	64%	15%
Pacific Islander	1	100%	0%	4	100%	0%	5	40%	20%	1	0%	100%	3	67%	33%	14	64%	21%
White Non-Hispanic	148	76%	7%	130	62%	15%	142	68%	14%	115	68%	15%	90	67%	20%	625	68%	14%
Multi Races	105	71%	13%	101	64%	19%	46	65%	20%	33	61%	24%	56	71%	21%	341	67%	18%
Unreported	39	74%	21%	32	66%	9%	27	81%	0%	30	73%	17%	21	52%	10%	149	70%	12%
Total	1,232	71%	12%	1,173	65%	14%	826	69%	15%	740	73%	13%	785	76%	13%	4,756	70%	13%

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): ESOL (Excludes Summer)

Success and Retention by Age

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			Total		
	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l
Age Under 18	37	70%	19%	41	68%	7%	27	74%	19%	36	83%	8%	33	82%	15%	174	75%	13%
Age 18 - 22	341	69%	14%	316	61%	15%	258	65%	14%	273	79%	7%	306	77%	10%	1,494	70%	12%
Age 23 - 28	230	74%	12%	268	63%	14%	182	68%	19%	151	66%	17%	148	70%	19%	979	68%	16%
Age 29 - 39	320	71%	13%	234	66%	16%	203	75%	11%	133	64%	18%	154	75%	12%	1,044	70%	14%
Age 40 - 49	175	76%	9%	174	72%	10%	90	66%	16%	100	77%	15%	87	79%	10%	626	74%	11%
Age 50 - 59	102	69%	10%	103	62%	19%	47	72%	13%	38	63%	13%	44	82%	14%	334	68%	14%
Age 60 +	27	63%	11%	37	78%	11%	19	47%	26%	9	56%	22%	13	69%	23%	105	66%	16%
Total	1,232	71%	12%	1,173	65%	14%	826	69%	15%	740	73%	13%	785	76%	13%	4,756	70%	13%

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): ESOL (Excludes Summer)

Success and Retention by Gender

		Enrollments	Success Rate	Withdrawal Rate
2012-2013	Female	753	75.2%	9.4%
2012-2013	Male	460	65.7%	16.1%
2012-2013	Unreported	19	47.4%	42.1%
2012-2013	Total	1,232	71.2%	12.4%

		Enrollments	Success Rate	Withdrawal Rate
2013-2014	Female	688	70.9%	11.6%
2013-2014	Male	459	56.9%	18.1%
2013-2014	Unreported	26	57.7%	23.1%
2013-2014	Total	1,173	65.1%	14.4%

		Enrollments	Success Rate	Withdrawal Rate
2014-2015	Female	509	72.1%	13.8%
2014-2015	Male	302	61.6%	17.2%
2014-2015	Unreported	15	86.7%	6.7%
2014-2015	Total	826	68.5%	14.9%

		Enrollments	Success Rate	Withdrawal Rate
2015-2016	Female	437	76.0%	11.7%
2015-2016	Male	295	67.8%	14.6%
2015-2016	Unreported	8	75.0%	12.5%
2015-2016	Total	740	72.7%	12.8%

		Enrollments	Success Rate	Withdrawal Rate
2016-2017	Female	446	80.3%	11.4%
2016-2017	Male	326	69.9%	14.4%
2016-2017	Unreported	13	76.9%	15.4%
2016-2017	Total	785	75.9%	12.7%

SKYLINE COLLEGE PRODUCTIVITY

Department(s): ESOL

Year	FTEF	FTES	FTES Percent Change	Load	Load Percent Change	Sections	Census Enroll / Section
2012-2013	12.77	203.39		478		46	29.5
2013-2014	13.23	190.17	-6.5%	431	-9.8%	47	27.2
2014-2015	11.42	145.78	-23.3%	383	-11.2%	39	23.9
2015-2016	10.40	123.63	-15.2%	357	-6.8%	37	22.4
2016-2017	11.33	125.58	1.6%	332	-6.8%	41	19.9

Term	FTEF	FTES	FTES Percent Change	Load	Load Percent Change	Sections	Census Enroll / Section
Fall 2012	5.80	100.41		519		20	30.8
Fall 2013	6.47	93.02	-7.4%	432	-16.9%	22	27.5
Fall 2014	5.96	77.20	-17.0%	389	-9.9%	19	24.5
Fall 2015	4.40	55.22	-28.5%	377	-3.2%	15	24.2
Fall 2016	5.53	66.51	20.5%	361	-4.2%	19	22.3
Spring 2013	5.97	90.78	36.5%	456	26.6%	21	29.4
Spring 2014	5.77	86.67	-4.5%	451	-1.2%	20	28.4
Spring 2015	4.47	58.32	-32.7%	392	-13.1%	15	24.1
Spring 2016	5.20	59.50	2.0%	343	-12.4%	18	20.9
Spring 2017	5.27	56.74	-4.6%	323	-5.8%	19	19.1
Summer 2012	1.0	12.20	-78.5%	366	13.2%	5	25.0
Summer 2013	1.0	10.48	-14.1%	314	-14.1%	5	21.4
Summer 2014	1.0	10.26	-2.1%	308	-2.1%	5	21.2
Summer 2015	.80	8.91	-13.1%	334	8.6%	4	21.8
Summer 2016	.53	2.33	-73.8%	131	-60.7%	3	9.3

SKYLINE COLLEGE

Definitions

Term	Definition
Duplicated Headcount	Counts each student once for every course they enroll in
4yr stu take class for 4yr col Goal	Students with education goal listed as 4yr stu take class for 4yr col
College Preparation Goal	Students with education goal listed as Complete Credits for HS Diplom, or Improve Basic Skills
CTE Certif/Career Development Goal	Students with education goal listed as Acquire Job Skills/ New Career, Earn 2yr Certif w/out Transfer, Maintain Certificate/License, Update Job Skills/ Job Advance, or Earn Voc Certif w/out Transfer
Degree/Transfer Goal	Students with education goal listed as Earn AA/AS & Transfer to 4 yr., Earn AA/AS w/out Transfer, or Transfer to 4 yr w/out AA/AS
Exploratory Goal	Students with education goal not listed as 4yr stu take class for 4yr col, College Preparation, CTE Certif/Career Development, or Degree/Transfer

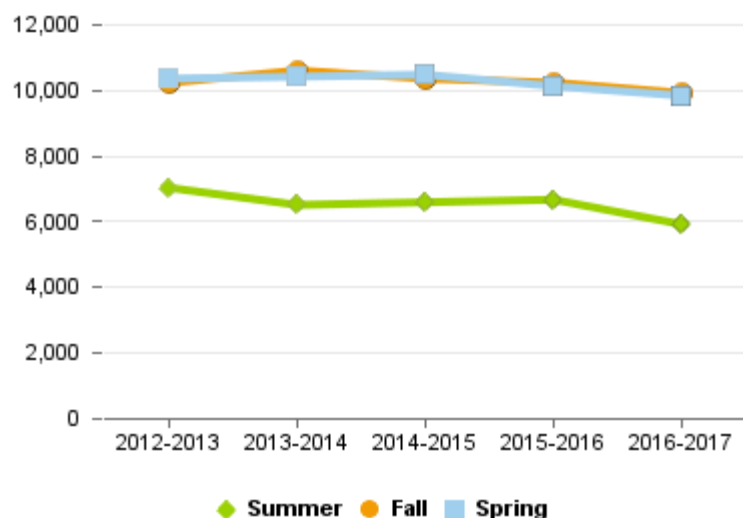
SKYLINE COLLEGE STUDENT CHARACTERISTICS

College-Wide

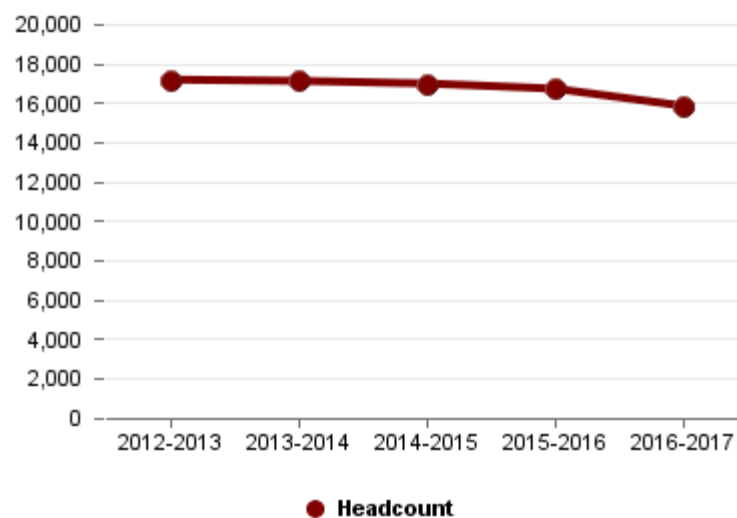
Unduplicated Headcount by Term

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Summer	7,003	6,481	6,562	6,641	5,888
Fall	10,203	10,581	10,333	10,211	9,897
Spring	10,332	10,395	10,452	10,106	9,814
Total	17,173	17,109	16,977	16,711	15,838

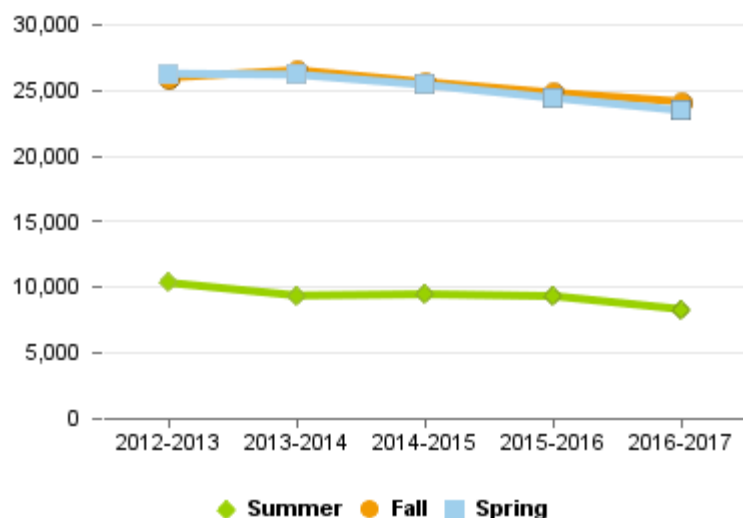
Term Headcount



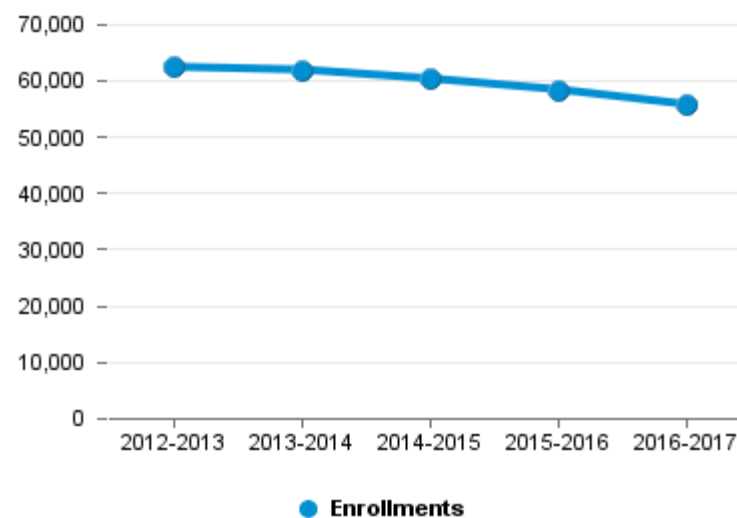
Annual Headcount



Term Enrollments



Annual Enrollments

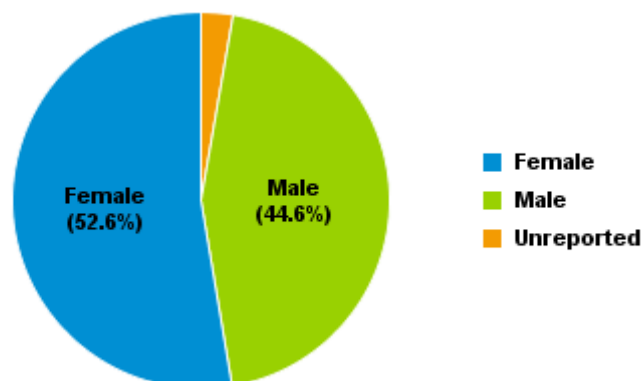


SKYLINE COLLEGE STUDENT CHARACTERISTICS

College-Wide

Unduplicated Headcount by Gender and Ethnicity

	Female		Male		Unreported	
2012-2013	9,183	53.5%	7,619	44.4%	371	2.2%
2013-2014	8,862	51.8%	7,841	45.8%	406	2.4%
2014-2015	8,718	51.4%	7,801	46.0%	458	2.7%
2015-2016	8,744	52.3%	7,500	44.9%	467	2.8%
2016-2017	8,343	52.7%	7,083	44.7%	412	2.6%
Total	25,324	52.6%	21,474	44.6%	1,313	2.7%



	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Am. Ind./Alaska Native	30	0.2%	24	0.1%	27	0.2%	23	0.1%	22	0.1%
Asian	3,643	21.2%	3,412	19.9%	3,379	19.9%	3,218	19.3%	3,130	19.8%
Black - Non-Hispanic	647	3.8%	618	3.6%	585	3.4%	524	3.1%	436	2.8%
Filipino	2,633	15.3%	2,699	15.8%	2,800	16.5%	2,878	17.2%	2,630	16.6%
Hispanic/Latino	2,840	16.5%	2,931	17.1%	2,905	17.1%	2,967	17.8%	2,845	18.0%
Pacific Islander	243	1.4%	234	1.4%	211	1.2%	227	1.4%	192	1.2%
White Non-Hispanic	3,853	22.4%	3,690	21.6%	3,554	20.9%	3,420	20.5%	3,127	19.7%
Multi Races	2,716	15.8%	3,031	17.7%	3,100	18.3%	3,118	18.7%	3,168	20.0%
Unreported	568	3.3%	470	2.7%	416	2.5%	336	2.0%	288	1.8%

SKYLINE COLLEGE STUDENT CHARACTERISTICS

College-Wide

Unduplicated Headcount by Age

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Age Under 18	1,456	8.5%	1,645	9.6%	1,696	10.0%	1,912	11.4%	1,900	12.0%
Age 18 - 22	7,419	43.2%	7,396	43.2%	7,534	44.4%	7,448	44.6%	7,187	45.4%
Age 23 - 28	3,659	21.3%	3,719	21.7%	3,695	21.8%	3,603	21.6%	3,361	21.2%
Age 29 - 39	2,317	13.5%	2,253	13.2%	2,260	13.3%	2,103	12.6%	1,944	12.3%
Age 40 - 49	1,172	6.8%	1,010	5.9%	893	5.3%	835	5.0%	709	4.5%
Age 50 - 59	744	4.3%	696	4.1%	573	3.4%	517	3.1%	475	3.0%
Age 60 +	394	2.3%	386	2.3%	325	1.9%	293	1.8%	262	1.7%
Age Unreported	12	0.1%	4	0.0%	1	0.0%				
Total	17,173		17,109		16,977		16,711		15,838	

Unduplicated Headcount by Goal

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
4yr stu take class for 4yr col	1,939	11.3%	1,670	9.8%	1,611	9.5%	1,414	8.5%	1,149	7.3%
College Preparation	497	2.9%	545	3.2%	539	3.2%	595	3.6%	692	4.4%
CTE Certif/Career Development	2,756	16.0%	2,581	15.1%	2,196	12.9%	1,996	11.9%	1,731	10.9%
Degree/Transfer	9,143	53.2%	9,753	57.0%	10,330	60.8%	10,481	62.7%	10,087	63.7%
Exploratory	2,838	16.5%	2,560	15.0%	2,301	13.6%	2,225	13.3%	2,179	13.8%
Total	17,173		17,109		16,977		16,711		15,838	

SKYLINE COLLEGE STUDENT OUTCOMES

College-Wide (Excludes Summer)

Annual Success and Retention

	Enrollments	Success Count	Success Rate	Withdrawal Rate
2012-2013	52,139	36,552	70.1%	15.2%
2013-2014	52,614	36,740	69.8%	15.0%
2014-2015	50,931	36,052	70.8%	15.2%
2015-2016	49,118	35,751	72.8%	13.7%
2016-2017	47,497	34,871	73.4%	13.1%
Total	252,299	179,966	71.3%	14.5%

Term Success and Retention

	Enrollments	Success Count	Success Rate	Withdrawal Rate
Fall 2012	25,926	17,989	69.4%	14.8%
Fall 2013	26,475	18,458	69.7%	14.5%
Fall 2014	25,570	17,907	70.0%	15.2%
Fall 2015	24,757	17,916	72.4%	13.6%
Fall 2016	24,085	17,686	73.4%	12.5%
Spring 2013	26,213	18,563	70.8%	15.5%
Spring 2014	26,139	18,282	69.9%	15.5%
Spring 2015	25,361	18,145	71.5%	15.2%
Spring 2016	24,361	17,835	73.2%	13.9%
Spring 2017	23,412	17,185	73.4%	13.7%
Total	252,299	179,966	71.3%	14.5%

SKYLINE COLLEGE STUDENT OUTCOMES

College-Wide (Excludes Summer)

Success and Retention by Ethnicity

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			Total		
	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l
Am. Ind./Alaska Native	86	41%	38%	93	71%	18%	91	78%	13%	70	79%	11%	65	55%	23%	405	65%	21%
Asian	9,962	77%	13%	9,364	75%	13%	9,280	77%	12%	8,971	80%	10%	8,903	79%	10%	46,480	77%	12%
Black - Non-Hispanic	2,038	54%	20%	1,932	57%	22%	1,697	57%	20%	1,377	59%	20%	1,347	63%	17%	8,391	58%	20%
Filipino	9,245	70%	16%	9,807	71%	15%	9,937	71%	15%	9,681	73%	14%	9,496	73%	14%	48,166	72%	15%
Hispanic/Latino	9,534	66%	17%	9,767	64%	17%	9,289	65%	18%	9,123	67%	16%	8,863	68%	15%	46,576	66%	16%
Pacific Islander	792	67%	16%	719	60%	20%	626	60%	18%	616	53%	20%	534	61%	19%	3,287	61%	19%
White Non-Hispanic	10,275	75%	13%	9,881	75%	13%	9,192	75%	14%	8,735	77%	13%	7,898	78%	12%	45,981	76%	13%
Multi Races	8,624	66%	17%	9,879	67%	16%	9,807	69%	16%	9,675	70%	15%	9,607	72%	14%	47,592	69%	16%
Unreported	1,583	73%	13%	1,172	74%	12%	1,012	72%	15%	870	75%	11%	784	77%	9%	5,421	74%	12%
Total	52,139	70%	15%	52,614	70%	15%	50,931	71%	15%	49,118	73%	14%	47,497	73%	13%	252,299	71%	14%

SKYLINE COLLEGE STUDENT OUTCOMES

College-Wide (Excludes Summer)

Success and Retention by Age

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			Total		
	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l
Age Under 18	3,393	72%	12%	4,051	73%	11%	4,099	74%	11%	4,259	77%	10%	4,472	77%	10%	20,274	75%	11%
Age 18 - 22	27,965	68%	16%	28,512	68%	15%	28,477	69%	16%	27,812	72%	14%	27,246	72%	14%	140,012	70%	15%
Age 23 - 28	9,651	69%	17%	9,798	69%	17%	9,431	70%	17%	9,057	70%	16%	8,453	73%	15%	46,390	70%	16%
Age 29 - 39	5,926	73%	15%	5,465	72%	16%	5,176	73%	16%	4,758	76%	13%	4,476	78%	12%	25,801	74%	15%
Age 40 - 49	2,663	77%	12%	2,368	77%	13%	2,018	77%	13%	1,766	79%	13%	1,501	83%	10%	10,316	78%	12%
Age 50 - 59	1,642	82%	9%	1,600	77%	13%	1,077	78%	14%	940	80%	12%	874	76%	13%	6,133	79%	12%
Age 60 +	870	86%	7%	796	86%	7%	652	83%	10%	526	86%	7%	475	86%	9%	3,319	85%	8%
Age Unreported	29	76%	7%	24	79%	4%	1	100%	0%			100%			100%	54	78%	6%
Total	52,139	70%	15%	52,614	70%	15%	50,931	71%	15%	49,118	73%	14%	47,497	73%	13%	252,299	71%	14%

SKYLINE COLLEGE STUDENT OUTCOMES

College-Wide (Excludes Summer)

Success and Retention by Gender

		Enrollments	Success Rate	Withdrawal Rate
2012-2013	Female	27,283	70.7%	15.3%
2012-2013	Male	23,971	69.4%	15.1%
2012-2013	Unreported	885	70.7%	15.5%
2012-2013	Total	52,139	70.1%	15.2%

		Enrollments	Success Rate	Withdrawal Rate
2013-2014	Female	26,915	70.7%	15.0%
2013-2014	Male	24,735	68.8%	15.0%
2013-2014	Unreported	964	71.1%	14.5%
2013-2014	Total	52,614	69.8%	15.0%

		Enrollments	Success Rate	Withdrawal Rate
2014-2015	Female	25,800	71.3%	15.5%
2014-2015	Male	24,022	70.2%	15.0%
2014-2015	Unreported	1,109	70.6%	15.3%
2014-2015	Total	50,931	70.8%	15.2%

		Enrollments	Success Rate	Withdrawal Rate
2015-2016	Female	25,087	73.9%	13.9%
2015-2016	Male	22,784	71.8%	13.5%
2015-2016	Unreported	1,247	69.6%	14.4%
2015-2016	Total	49,118	72.8%	13.7%

		Enrollments	Success Rate	Withdrawal Rate
2016-2017	Female	24,093	74.9%	12.9%
2016-2017	Male	22,284	72.2%	13.3%
2016-2017	Unreported	1,120	66.4%	15.4%
2016-2017	Total	47,497	73.4%	13.1%

SKYLINE COLLEGE PRODUCTIVITY

College-Wide

Year	FTEF	FTES	FTES Percent Change	Load	Load Percent Change	Sections	Census Enroll / Section
2012-2013	419.97	8,177.41		584		2,062	30.8
2013-2014	431.26	7,938.54	-2.9%	552	-5.5%	2,153	29.5
2014-2015	432.74	7,945.26	0.1%	551	-0.3%	2,098	29.8
2015-2016	416.60	7,648.86	-3.7%	551	0.0%	1,963	30.9
2016-2017	429.80	7,351.31	-3.9%	513	-6.8%	2,060	28.2

Term	FTEF	FTES	FTES Percent Change	Load	Load Percent Change	Sections	Census Enroll / Section
Fall 2012	181.02	3,554.39		589		855	30.7
Fall 2013	185.26	3,512.59	-1.2%	569	-3.4%	908	29.9
Fall 2014	186.38	3,436.98	-2.2%	553	-2.7%	905	29.4
Fall 2015	178.52	3,362.94	-2.2%	565	2.2%	828	31.0
Fall 2016	188.67	3,282.17	-2.4%	522	-7.7%	894	28.0
Spring 2013	179.77	3,458.68	5.4%	577	10.6%	886	30.1
Spring 2014	189.85	3,394.73	-1.8%	536	-7.1%	939	28.6
Spring 2015	187.38	3,408.36	0.4%	546	1.7%	895	29.4
Spring 2016	181.10	3,212.27	-5.8%	532	-2.5%	843	30.0
Spring 2017	186.17	3,104.07	-3.4%	500	-6.0%	884	27.7
Summer 2012	59.18	1,164.34	-62.5%	590	18.0%	321	32.9
Summer 2013	56.16	1,031.22	-11.4%	551	-6.7%	306	31.0
Summer 2014	58.98	1,099.92	6.7%	560	1.6%	298	32.7
Summer 2015	56.98	1,073.65	-2.4%	565	1.0%	292	33.1
Summer 2016	54.96	965.08	-10.1%	527	-6.8%	282	30.2

SKYLINE COLLEGE

Definitions

Term	Definition
Duplicated Headcount	Counts each student once for every course they enroll in
4yr stu take class for 4yr col Goal	Students with education goal listed as 4yr stu take class for 4yr col
College Preparation Goal	Students with education goal listed as Complete Credits for HS Diplom, or Improve Basic Skills
CTE Certif/Career Development Goal	Students with education goal listed as Acquire Job Skills/ New Career, Earn 2yr Certif w/out Transfer, Maintain Certificate/License, Update Job Skills/ Job Advance, or Earn Voc Certif w/out Transfer
Degree/Transfer Goal	Students with education goal listed as Earn AA/AS & Transfer to 4 yr., Earn AA/AS w/out Transfer, or Transfer to 4 yr w/out AA/AS
Exploratory Goal	Students with education goal not listed as 4yr stu take class for 4yr col, College Preparation, CTE Certif/Career Development, or Degree/Transfer

Year	ENGL-105 TOTAL		Attempted and Passed ESOL-400 in Previous Term		Attempted ESOL-400 in Previous Term, But Did Not Pass ESOL-400		Enrolled in ESOL-400 Concurrently with ENGL-105		Did Not Enroll in ESOL-400 or Enrolled in ESOL-400 After ENGL-105	
	ENGL-105 Students	ENGL-105 Success Rate	ENGL-105 Students	ENGL-105 Success Rate	ENGL-105 Students	ENGL-105 Success Rate	ENGL-105 Students	ENGL-105 Success Rate	ENGL-105 Students	ENGL-105 Success Rate
2010-2011	27	40.7%	3	0.0%	0		0		24	45.8%
2015-2016	186	65.1%	13	92.3%	1	0.0%	0		172	63.4%
2016-2017	718	72.4%	54	83.3%	3	66.7%	0		661	71.6%
2017-2018	604	67.7%	36	83.3%	0		0		568	66.7%
TOTAL	1535	69.1%	106	82.1%	4	50.0%	0		1425	68.2%

Report Definition	This report shows the course success rates for students in their first attempt of ENGL-105, based on their previous or concurrent enrollment in ESOL-400. Success rates in ENGL-105 are based only on a student's first attempt. Repeats and re-takes of ENGL-105 are not reflected in this report.
Attempted and Passed ESOL-400 in Previous Term	The student successfully completed (grade A, B, C, or P) the course ESOL-400 prior to their first attempt in ENGL-105. Prior course enrollment is not restricted by college; ESOL-400 may have been completed anywhere in SMCCCD.
Enrolled in ESOL-400 Concurrently with ENGL-105	The student was enrolled in ESOL-400 during the same term as their first attempt in ENGL-105. Concurrent course enrollment is not restricted by college; concurrently enrolled course may have been completed anywhere in SMCCCD.
Did Not Enroll in ESOL-400 or Enrolled in ESOL-400 After ENGL-105	The student did not pass ESOL-400 prior to their first attempt in ENGL-105 and did not take ESOL-400 and ENGL-105 concurrently. The student has never taken ESOL-400 to date *or* took ESOL-400 after taking ENGL-105.

Relationships and Assessment: Course Outcomes by PSLOs



Listen PSLO

SKY Dept - English for Speakers of Other Languages

Department Assessment Coordinator: Leigh Anne Sippel

English Text Comprehension - Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.

SKY ESOL 400 : English Comp-Nonnative Speaker

comprehend - Comprehend, analyze, synthesize, and discuss college-level texts in English.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Rubric-scored holistic in-class essay based on reading of a college-level text and requiring sources. Success Criterion: Student can demonstrate text-based writing and score a 2 or above on all of the rubric categories and zero scores in the No Pass column. Schedule: Last week of instruction.	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 69% of students (18 out of 26) passed with a 70% rate or better. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: The results for this class were significantly impacted by students who did not attend classes and, thus, were not prepared for the midterm/in-class essay exam. The instructor feels about 80% would have passed had attendance been better.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met	

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Assessment Methods	Result	Actions
	Average grade 80%. 85% passed at 70% or better. (12/16/2015)	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion met Median passing rate of 70%. Average passing rate of 75%. (12/31/2014)	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% passing on holistically graded essay response to college-level text. (12/14/2012)	
Survey - Survey Q12 I can understand, critically evaluate, and respond to academic-level tests. 5-point Likert Success Criterion: 70% agree or strongly agree		
Exam - Students write reading summaries which are rubric-scored. Success Criterion: 70% achieve passing score.	Reporting Cycle: 2013 - 2014 Result Type: Criterion met 81% passed at 80% or higher. 100% passed. (05/13/2015)	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 50% passed at 70% or better. Students were able to pick out the main ideas and supporting points, but many were not able to paraphrase or put the ideas into their own words and/or include their opinion of the article. Also, 3 students did not complete the assignment. (05/23/2014) Related Documents: 400Hertig\$14assessment.docx	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion not met All 9 of the students who did the summaries got passing grades. The other 5 students simply didn't do the summaries. This may show that they didn't do the reading, or didn't perceive	

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Assessment Methods	Result	Actions
	<p>summary writing as a way to show their reading comprehension.</p> <p>These two summaries were the last of their summary assignments (out of 9) and the scores improved over time telling me that students more and more understood how to write the summaries and improved their ability to discuss the given texts. (12/20/2013)</p> <p>Related Documents: RiveraF2013_400.docx</p>	
<p>Other - Reading comprehension and analysis activity Success Criterion: 70% passing</p>	<p>Reporting Cycle: 2014 - 2015 Result Type: Inconclusive Reverse outline assignment for final holistic essay article. Many students struggled to find the thesis, as it was not academic text and not clearly stated. Approximately 68% (17 of 25) fully grasped the thesis and key points of the article. However, overwhelming pass rates on the final essay indicate greater depth of reading than was indicated on the reading assessment: 88% scored 70 or better, with 40% scoring a B or higher. So it is hard to know whether it was the nature of the reverse outline assignment that may not have accurately reflected the reading depth. (05/29/2015)</p>	
<p>Other - Graphic organizer/summary-response activity and small group discussion Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015</p>	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 83% of students were able to meet this SLO at 70% or better. Students were able to perform this activity well because they were not nervous working in groups. Definitely continue having students analyze and discuss college-level texts in groups. (12/15/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We will continue to discuss these results during our ESOL meetings.</p>	
	<p>Reporting Cycle: 2015- 2016 Result Type: Criterion met 85% of students met this SLO at 70% or better (11/26/2015)</p>	

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Assessment Methods	Result	Actions
Essay - 5-6 page Research Paper and a Five-minute presentation of Final Paper Success Criterion: 70% of students passed at 70% or higher rate.	Reporting Cycle: 2016- 2017 Result Type: Criterion met 24 of 26 students who submitted the paper and completed the presentation pass with a C or higher. The Criterion was met. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.	

comprehend - Comprehend, analyze, synthesize, and discuss college-level texts in English.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Rubric-scored holistic in-class essay based on reading of a college-level text and requiring sources. Success Criterion: Student can demonstrate text-based writing and score a 2 or above on all of the rubric categories and zero scores in the No Pass column. Schedule: Last week of instruction.	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 69% of students (18 out of 26) passed with a 70% rate or better. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: The results for this class were significantly impacted by students who did not attend classes and, thus, were not prepared for the midterm/in-class essay exam. The instructor feels about 80% would have passed had attendance been	

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Assessment Methods	Result	Actions
	better.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met Average grade 80%. 85% passed at 70% or better. (12/16/2015)	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion met Median passing rate of 70%. Average passing rate of 75%. (12/31/2014)	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% passing on holistically graded essay response to college-level text. (12/14/2012)	
Survey - Survey Q12 I can understand, critically evaluate, and respond to academic-level tests. 5-point Likert Success Criterion: 70% agree or strongly agree		
Exam - Students write reading summaries which are rubric-scored. Success Criterion: 70% achieve passing score.	Reporting Cycle: 2013 - 2014 Result Type: Criterion met 81% passed at 80% or higher. 100% passed. (05/13/2015)	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 50% passed at 70% or better. Students were able to pick out the main ideas and supporting points, but many were not able to paraphrase or put the ideas into their own words and/or include their opinion of the article. Also, 3 students did not complete the assignment. (05/23/2014) Related Documents: 400HertigS14assessment.docx	

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Assessment Methods	Result	Actions
	<p>Reporting Cycle: 2012 - 2013</p> <p>Result Type: Criterion not met</p> <p>All 9 of the students who did the summaries got passing grades. The other 5 students simply didn't do the summaries. This may show that they didn't do the reading, or didn't perceive summary writing as a way to show their reading comprehension.</p> <p>These two summaries were the last of their summary assignments (out of 9) and the scores improved over time telling me that students more and more understood how to write the summaries and improved their ability to discuss the given texts.</p> <p>(12/20/2013)</p> <p>Related Documents:</p> <p>RiveraF2013_400.docx</p>	
<p>Other - Reading comprehension and analysis activity</p> <p>Success Criterion: 70% passing</p>	<p>Reporting Cycle: 2014 - 2015</p> <p>Result Type: Inconclusive</p> <p>Reverse outline assignment for final holistic essay article. Many students struggled to find the thesis, as it was not academic text and not clearly stated. Approximately 68% (17 of 25) fully grasped the thesis and key points of the article. However, overwhelming pass rates on the final essay indicate greater depth of reading than was indicated on the reading assessment: 88% scored 70 or better, with 40% scoring a B or higher. So it is hard to know whether it was the nature of the reverse outline assignment that may not have accurately reflected the reading depth. (05/29/2015)</p>	
<p>Other - Graphic organizer/summary-response activity and small group discussion</p> <p>Success Criterion: 70% of students pass at a 70% rate</p> <p>Schedule: Fall 2015</p>	<p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Criterion met</p> <p>83% of students were able to meet this SLO at 70% or better. Students were able to perform this activity well because they were not nervous working in groups. Definitely continue having students analyze and discuss college-level texts in groups. (12/15/2016)</p> <p>Who discussed the assessment, results and/or action plans? When?</p> <p>Where (e.g., dept. meeting)?: We will continue to discuss these results</p>	

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Assessment Methods	Result	Actions
	during our ESOL meetings.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met 85% of students met this SLO at 70% or better (11/26/2015)	
Essay - 5-6 page Research Paper and a Five-minute presentation of Final Paper Success Criterion: 70% of students passed at 70% or higher rate.	Reporting Cycle: 2016- 2017 Result Type: Criterion met 24 of 26 students who submitted the paper and completed the presentation pass with a C or higher. The Criterion was met. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.	

comprehend - Comprehend, analyze, synthesize, and discuss college-level texts in English.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Rubric-scored holistic in-class essay based on reading of a college-level text and requiring sources. Success Criterion: Student can demonstrate text-based writing and score a 2 or above on all of the rubric categories and zero scores in the No Pass column. Schedule: Last week of instruction.	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 69% of students (18 out of 26) passed with a 70% rate or better. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: The results for this class were significantly impacted by students who did not attend classes and, thus,	

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Assessment Methods	Result	Actions
	were not prepared for the midterm/in-class essay exam. The instructor feels about 80% would have passed had attendance been better.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met Average grade 80%. 85% passed at 70% or better. (12/16/2015)	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion met Median passing rate of 70%. Average passing rate of 75%. (12/31/2014)	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% passing on holistically graded essay response to college-level text. (12/14/2012)	
Survey - Survey Q12 I can understand, critically evaluate, and respond to academic-level tests. 5-point Likert Success Criterion: 70% agree or strongly agree		
Exam - Students write reading summaries which are rubric-scored. Success Criterion: 70% achieve passing score.	Reporting Cycle: 2013 - 2014 Result Type: Criterion met 81% passed at 80% or higher. 100% passed. (05/13/2015)	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 50% passed at 70% or better. Students were able to pick out the main ideas and supporting points, but many were not able to paraphrase or put the ideas into their own words and/or include their opinion of the article. Also, 3 students did not complete the assignment.	

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Assessment Methods	Result	Actions
	<p>(05/23/2014)</p> <p>Related Documents: 400HertigS14assessment.docx</p>	
	<p>Reporting Cycle: 2012 - 2013 Result Type: Criterion not met All 9 of the students who did the summaries got passing grades. The other 5 students simply didn't do the summaries. This may show that they didn't do the reading, or didn't perceive summary writing as a way to show their reading comprehension.</p> <p>These two summaries were the last of their summary assignments (out of 9) and the scores improved over time telling me that students more and more understood how to write the summaries and improved their ability to discuss the given texts. (12/20/2013)</p> <p>Related Documents: RiveraF2013_400.docx</p>	
<p>Other - Reading comprehension and analysis activity Success Criterion: 70% passing</p>	<p>Reporting Cycle: 2014 - 2015 Result Type: Inconclusive Reverse outline assignment for final holistic essay article. Many students struggled to find the thesis, as it was not academic text and not clearly stated. Approximately 68% (17 of 25) fully grasped the thesis and key points of the article. However, overwhelming pass rates on the final essay indicate greater depth of reading than was indicated on the reading assessment: 88% scored 70 or better, with 40% scoring a B or higher. So it is hard to know whether it was the nature of the reverse outline assignment that may not have accurately reflected the reading depth. (05/29/2015)</p>	
<p>Other - Graphic organizer/summary-response activity and small group discussion Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015</p>	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 83% of students were able to meet this SLO at 70% or better. Students were able to perform this activity well because they were not nervous working in groups. Definitely continue having students analyze and discuss college-level texts in groups. (12/15/2016)</p>	

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Assessment Methods	Result	Actions
	Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We will continue to discuss these results during our ESOL meetings.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met 85% of students met this SLO at 70% or better (11/26/2015)	
Essay - 5-6 page Research Paper and a Five-minute presentation of Final Paper Success Criterion: 70% of students passed at 70% or higher rate.	Reporting Cycle: 2016- 2017 Result Type: Criterion met 24 of 26 students who submitted the paper and completed the presentation pass with a C or higher. The Criterion was met. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.	

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Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Rubric-scored holistic in-class essay based on reading of a college-level text and requiring sources. Success Criterion: Student can demonstrate text-based writing and	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 69% of students (18 out of 26) passed with a 70% rate or better. (12/16/2016) Who discussed the assessment, results and/or action plans? When?	

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Assessment Methods	Result	Actions
<p>score a 2 or above on all of the rubric categories and zero scores in the No Pass column.</p> <p>Schedule: Last week of instruction.</p>	<p>Where (e.g., dept. meeting)?: The results for this class were significantly impacted by students who did not attend classes and, thus, were not prepared for the midterm/in-class essay exam. The instructor feels about 80% would have passed had attendance been better.</p>	
	<p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Average grade 80%. 85% passed at 70% or better. (12/16/2015)</p>	
	<p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met Median passing rate of 70%. Average passing rate of 75%. (12/31/2014)</p>	
	<p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% passing on holistically graded essay response to college-level text. (12/14/2012)</p>	
<p>Survey - Survey Q12 I can understand, critically evaluate, and respond to academic-level tests. 5-point Likert Success Criterion: 70% agree or strongly agree</p>		
<p>Exam - Students write reading summaries which are rubric-scored. Success Criterion: 70% achieve passing score.</p>	<p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met 81% passed at 80% or higher. 100% passed. (05/13/2015)</p>	
	<p>Reporting Cycle: 2013 - 2014</p>	

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Assessment Methods	Result	Actions
	<p>Result Type: Criterion not met 50% passed at 70% or better. Students were able to pick out the main ideas and supporting points, but many were not able to paraphrase or put the ideas into their own words and/or include their opinion of the article. Also, 3 students did not complete the assignment. (05/23/2014)</p> <p>Related Documents: 400HertigS14assessment.docx</p>	
	<p>Reporting Cycle: 2012 - 2013 Result Type: Criterion not met All 9 of the students who did the summaries got passing grades. The other 5 students simply didn't do the summaries. This may show that they didn't do the reading, or didn't perceive summary writing as a way to show their reading comprehension.</p> <p>These two summaries were the last of their summary assignments (out of 9) and the scores improved over time telling me that students more and more understood how to write the summaries and improved their ability to discuss the given texts. (12/20/2013)</p> <p>Related Documents: RiveraF2013_400.docx</p>	
<p>Other - Reading comprehension and analysis activity Success Criterion: 70% passing</p>	<p>Reporting Cycle: 2014 - 2015 Result Type: Inconclusive Reverse outline assignment for final holistic essay article. Many students struggled to find the thesis, as it was not academic text and not clearly stated. Approximately 68% (17 of 25) fully grasped the thesis and key points of the article. However, overwhelming pass rates on the final essay indicate greater depth of reading than was indicated on the reading assessment: 88% scored 70 or better, with 40% scoring a B or higher. So it is hard to know whether it was the nature of the reverse outline assignment that may not have accurately reflected the reading depth. (05/29/2015)</p>	
<p>Other - Graphic organizer/summary-response activity and small group</p>	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met</p>	

English Text Comprehension - Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.

SKY ESOL 400 : English Comp-Nonnative Speaker

comprehend - Comprehend, analyze, synthesize, and discuss college-level texts in English.

Assessment Methods	Result	Actions
discussion Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015	83% of students were able to meet this SLO at 70% or better. Students were able to perform this activity well because they were not nervous working in groups. Definitely continue having students analyze and discuss college-level texts in groups. (12/15/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We will continue to discuss these results during our ESOL meetings.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met 85% of students met this SLO at 70% or better (11/26/2015)	
Essay - 5-6 page Research Paper and a Five-minute presentation of Final Paper Success Criterion: 70% of students passed at 70% or higher rate.	Reporting Cycle: 2016- 2017 Result Type: Criterion met 24 of 26 students who submitted the paper and completed the presentation pass with a C or higher. The Criterion was met. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.	

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Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Rubric-scored holistic in-class essay based on reading of a college-	Reporting Cycle: 2016- 2017 Result Type: Criterion not met	

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<p>level text and requiring sources. Success Criterion: Student can demonstrate text-based writing and score a 2 or above on all of the rubric categories and zero scores in the No Pass column. Schedule: Last week of instruction.</p>	<p>69% of students (18 out of 26) passed with a 70% rate or better. (12/16/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)? The results for this class were significantly impacted by students who did not attend classes and, thus, were not prepared for the midterm/in-class essay exam. The instructor feels about 80% would have passed had attendance been better.</p>	
	<p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Average grade 80%. 85% passed at 70% or better. (12/16/2015)</p>	
	<p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met Median passing rate of 70%. Average passing rate of 75%. (12/31/2014)</p>	
	<p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% passing on holistically graded essay response to college-level text. (12/14/2012)</p>	
<p>Survey - Survey Q12 I can understand, critically evaluate, and respond to academic-level tests. 5-point Likert Success Criterion: 70% agree or strongly agree</p>		
<p>Exam - Students write reading</p>	<p>Reporting Cycle: 2013 - 2014</p>	

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<p>summaries which are rubric-scored. Success Criterion: 70% achieve passing score.</p>	<p>Result Type: Criterion met 81% passed at 80% or higher. 100% passed. (05/13/2015)</p>	
	<p>Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 50% passed at 70% or better. Students were able to pick out the main ideas and supporting points, but many were not able to paraphrase or put the ideas into their own words and/or include their opinion of the article. Also, 3 students did not complete the assignment. (05/23/2014) Related Documents: 400HertigS14assessment.docx</p>	
	<p>Reporting Cycle: 2012 - 2013 Result Type: Criterion not met All 9 of the students who did the summaries got passing grades. The other 5 students simply didn't do the summaries. This may show that they didn't do the reading, or didn't perceive summary writing as a way to show their reading comprehension. These two summaries were the last of their summary assignments (out of 9) and the scores improved over time telling me that students more and more understood how to write the summaries and improved their ability to discuss the given texts. (12/20/2013) Related Documents: RiveraF2013_400.docx</p>	
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Other - Graphic organizer/summary-response activity and small group discussion Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015	Reporting Cycle: 2016- 2017 Result Type: Criterion met 83% of students were able to meet this SLO at 70% or better. Students were able to perform this activity well because they were not nervous working in groups. Definitely continue having students analyze and discuss college-level texts in groups. (12/15/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We will continue to discuss these results during our ESOL meetings.	
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	Reporting Cycle: 2015- 2016 Result Type: Criterion met Average grade 80%. 85% passed at 70% or better. (12/16/2015)	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion met Median passing rate of 70%. Average passing rate of 75%. (12/31/2014)	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% passing on holistically graded essay response to college-level text. (12/14/2012)	
Survey - Survey Q12 I can understand, critically evaluate, and respond to academic-level tests. 5-point Likert Success Criterion: 70% agree or		

English Text Comprehension - Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.

SKY ESOL 400 : English Comp-Nonnative Speaker

comprehend - Comprehend, analyze, synthesize, and discuss college-level texts in English.

Assessment Methods	Result	Actions
strongly agree		
Exam - Students write reading summaries which are rubric-scored. Success Criterion: 70% achieve passing score.	Reporting Cycle: 2013 - 2014 Result Type: Criterion met 81% passed at 80% or higher. 100% passed. (05/13/2015)	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 50% passed at 70% or better. Students were able to pick out the main ideas and supporting points, but many were not able to paraphrase or put the ideas into their own words and/or include their opinion of the article. Also, 3 students did not complete the assignment. (05/23/2014) Related Documents: 400HertigS14assessment.docx	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion not met All 9 of the students who did the summaries got passing grades. The other 5 students simply didn't do the summaries. This may show that they didn't do the reading, or didn't perceive summary writing as a way to show their reading comprehension. These two summaries were the last of their summary assignments (out of 9) and the scores improved over time telling me that students more and more understood how to write the summaries and improved their ability to discuss the given texts. (12/20/2013) Related Documents: RiveraF2013_400.docx	
Other - Reading comprehension and analysis activity Success Criterion: 70% passing	Reporting Cycle: 2014 - 2015 Result Type: Inconclusive Reverse outline assignment for final holistic essay article. Many students struggled to find the thesis, as it was not academic text and not clearly stated. Approximately 68% (17 of 25) fully grasped the thesis and key points of the article. However, overwhelming pass rates on the final essay indicate greater depth of reading than was indicated on the reading	

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Assessment Methods	Result	Actions
	assessment: 88% scored 70 or better, with 40% scoring a B or higher. So it is hard to know whether it was the nature of the reverse outline assignment that may not have accurately reflected the reading depth. (05/29/2015)	
Other - Graphic organizer/summary-response activity and small group discussion Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015	Reporting Cycle: 2016- 2017 Result Type: Criterion met 83% of students were able to meet this SLO at 70% or better. Students were able to perform this activity well because they were not nervous working in groups. Definitely continue having students analyze and discuss college-level texts in groups. (12/15/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We will continue to discuss these results during our ESOL meetings.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met 85% of students met this SLO at 70% or better (11/26/2015)	
Essay - 5-6 page Research Paper and a Five-minute presentation of Final Paper Success Criterion: 70% of students passed at 70% or higher rate.	Reporting Cycle: 2016- 2017 Result Type: Criterion met 24 of 26 students who submitted the paper and completed the presentation pass with a C or higher. The Criterion was met. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.	

SKY ESOL 830 : ENGL Spkrs Other Languages III

English Text Comprehension - Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.

SKY ESOL 830 : ENGL Spkrs Other Languages III

Reading - Apply reading strategies to texts written at the intermediate level and compose summaries of and responses to that text.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Holistic exam	Reporting Cycle: 2016- 2017 Result Type: Criterion not met About 50% of students met the assessment criteria at a rate of 70% or better. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: 12 of 11 passed the final grammar and reading exam. About 50% failed the exam due more to the grammar than to the reading. Students struggled with guessing meaning and vocabulary from context and appeared not to have returned to the reading as the source of information that followed. More specific, direct reading strategies may be in order. However, the text used, Mosaic 1 Reading, is highly scaffold and does copious practice in returning to the text for information. Perhaps one group open-practice test might help in training students how to take this type of test more effectively.	
Exam - Summary of materials from reading. Example: Under timed conditions students read article from The Seal ESL-student-reported newspaper and summarize.	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 60% of the students passed at 70% or higher (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: For most of the students, summarizing	

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Assessment Methods	Result	Actions
<p>Pick any article from last semester's The Seal and write a short review that includes: 1) indented paragraphs with complete sentences with clear periods and capitals 2) a topic sentence that fully identifies the newspaper, date, title of article, the writer, and the topic of the article 3) a short summary of the article in your own words 4) your opinion about the article</p> <p>Scored at 9 points for each of the 4 criteria</p> <p>Success Criterion: 70% passing rate</p>	<p>was at the rudimentary level. They were having hard time identifying major points and details and differentiating between them. It took us much practice to arrive at a sufficient level before the final summary test. Teachers need to come up with multiple ways to practice summaries and make this practice engaging and interesting for students. It is a boring activity for them.</p>	
	<p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met all of the 21 test takers scored 70% (25) or above out of the 36 points possible. Of these, 80% (17) scored 80% or better on the 4 criteria. (05/23/2014)</p> <p>Related Documents: 830NicolS14read.docx</p>	
	<p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met Just barely 70% (16) of the 23 students scored 70% (25) out of the 36 points possible (12/20/2013)</p> <p>Related Documents: NicolF2013_830.docx</p>	

Reading - Apply reading strategies to texts written at the intermediate level and compose summaries of and responses to that text.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Holistic exam	Reporting Cycle: 2016- 2017	

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<p>Exam - Summary of materials from reading.</p> <p>Example: Under timed conditions students read article from The Seal ESL-student-reported newspaper and summarize. Pick any article from last semester's The Seal and write a short review</p>	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion not met 60% of the students passed at 70% or higher (12/16/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: For most of the students, summarizing was at the rudimentary level. They were having hard time identifying</p>	

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Assessment Methods	Result	Actions
that includes: 1) indented paragraphs with complete sentences with clear periods and capitals 2) a topic sentence that fully identifies the newspaper, date, title of article, the writer, and the topic of the article 3) a short summary of the article in your own words 4) your opinion about the article Scored at 9 points for each of the 4 criteria	major points and details and differentiating between them. It took us much practice to arrive at a sufficient level before the final summary test. Teachers need to come up with multiple ways to practice summaries and make this practice engaging and interesting for students. It is a boring activity for them.	
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the writer, and the topic of the article 3) a short summary of the article in your own words 4) your opinion about the article Scored at 9 points for each of the 4 criteria	summary test. Teachers need to come up with multiple ways to practice summaries and make this practice engaging and interesting for students. It is a boring activity for them.	
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SKY ESOL 840 : ENGL Spkrs Other Languages IV

Reading - Apply reading strategies to unabridged academic texts demonstrating critical thinking in summaries and comprehension questions

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Demonstrate ability to use and act upon information gained in academic text. Success Criterion: 70% mastery of material on exam.	Reporting Cycle: 2016- 2017 Result Type: Criterion met 94% of students passed at 70% rate or better. (12/16/2016) Who discussed the assessment, results and/or action plans? When?	

English Text Comprehension - Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.

SKY ESOL 840 : ENGL Spkrs Other Languages IV

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Assessment Methods	Result	Actions
	<p>Where (e.g., dept. meeting)?: Those who did not meet the assessment criteria did not meet it because they did not take the final exam. This was not a skill problem; it is a retention problem. We are currently discussing this the results in department meetings especially with regards to retention.</p>	
	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 86% of the students passed at a 70% rate or better. (12/16/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Those who did not meet the assessment criteria did not meet it because they did not take the final exam. This was not a skill problem; it is a retention problem. We are currently discussing this the results in department meetings especially with regards to retention.</p>	
	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met The criterion was met. 79% of students passed. (12/15/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.</p>	
	<p>Reporting Cycle: 2013 - 2014</p>	

English Text Comprehension - Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.

SKY ESOL 840 : ENGL Spkrs Other Languages IV

Reading - Apply reading strategies to unabridged academic texts demonstrating critical thinking in summaries and comprehension questions

Assessment Methods	Result	Actions
	Result Type: Criterion met 75% passed at 70% or better. Of the 24 students who summarized and responded the books in class , 18 met the criteria of 70% or better (05/23/2014) Related Documents: 840SuerS14assessment.docx	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 27 students who submitted book reports, 85% (23) met the criteria of 70% or better (12/20/2013) Related Documents: NicolF2013_840.docx	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion not met In a summary exercises, 64% of students passed at 70% or better (12/20/2013) Related Documents: HertigF2013_840.docx	
Survey - Survey questions: Likert Q12 I can read, understand, critically evaluate, and respond to academic texts. Success Criterion: 70% agree or strongly agree		
Exam - Test		

Reading - Apply reading strategies to unabridged academic texts demonstrating critical thinking in summaries and comprehension questions

Course Outcome Status: Active

Assessment Methods	Result	Actions
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English Text Comprehension - Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.

SKY ESOL 840 : ENGL Spkrs Other Languages IV

Reading - Apply reading strategies to unabridged academic texts demonstrating critical thinking in summaries and comprehension questions

Assessment Methods	Result	Actions
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strongly agree		
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SKY ESOL 840 : ENGL Spkrs Other Languages IV

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Assessment Methods	Result	Actions
	not a skill problem; it is a retention problem. We are currently discussing this the results in department meetings especially with regards to retention.	
	Reporting Cycle: 2016- 2017 Result Type: Criterion met The criterion was met. 79% of students passed. (12/15/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion met 75% passed at 70% or better. Of the 24 students who summarized and responded the books in class , 18 met the criteria of 70% or better (05/23/2014) Related Documents: 840SuerS14assessment.docx	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 27 students who submitted book reports, 85% (23) met the criteria of 70% or better (12/20/2013) Related Documents: NicolF2013_840.docx	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion not met In a summary exercises, 64% of students passed at 70% or better (12/20/2013) Related Documents: HertigF2013_840.docx	

English Text Comprehension - Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.

SKY ESOL 840 : ENGL Spkrs Other Languages IV

Reading - Apply reading strategies to unabridged academic texts demonstrating critical thinking in summaries and comprehension questions

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Survey - Survey questions: Likert Q12 I can read, understand, critically evaluate, and respond to academic texts. Success Criterion: 70% agree or strongly agree		
Exam - Test		

Reading - Apply reading strategies to unabridged academic texts demonstrating critical thinking in summaries and comprehension questions

Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Exam - Demonstrate ability to use and act upon information gained in academic text. Success Criterion: 70% mastery of material on exam.	Reporting Cycle: 2016- 2017 Result Type: Criterion met 94% of students passed at 70% rate or better. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Those who did not meet the assessment criteria did not meet it because they did not take the final exam. This was not a skill problem; it is a retention problem. We are currently discussing this the results in department meetings especially with regards to retention.	
	Reporting Cycle: 2016- 2017 Result Type: Criterion met 86% of the students passed at a 70% rate or better. (12/16/2016)	

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Exam - Demonstrate ability to use and act upon information gained in academic text. Success Criterion: 70% mastery of material on exam.	Reporting Cycle: 2016- 2017 Result Type: Criterion met 94% of students passed at 70% rate or better. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Those who did not meet the assessment criteria did not meet it because they did not take the final exam. This was not a skill problem; it is a retention problem. We are currently discussing this the results in	

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Survey - Survey questions: Likert Q12 I can read, understand, critically evaluate, and respond to academic texts. Success Criterion: 70% agree or strongly agree		
Exam - Test		

SKY ESOL 872 : Pre-Intermediate ESL Grammar

No Course Outcomes to display for this PSLO

SKY ESOL 873 : Intermediate ESL Grammar

Written grammar - Compose grammatically correct sentences utilizing intermediate structures of English in writing

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Essay portion of an exam, or		

English Text Comprehension - Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.

SKY ESOL 873 : Intermediate ESL Grammar

Written grammar - Compose grammatically correct sentences utilizing intermediate structures of English in writing

Assessment Methods	Result	Actions
an essay Success Criterion: 70%		

Recognizing grammar - Recognize intermediate structures of English grammar in text and speech.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Written or aural exam Success Criterion: 70%		

SKY ESOL 874 : High-Intermediate ESL Grammar

Written grammar - Compose grammatically correct sentences utilizing high-intermediate structures of English in writing

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Essay exam Success Criterion: 70%	Reporting Cycle: 2015- 2016 Result Type: Criterion met 90% passed at 70% or above (12/21/2015) Related Documents: craigief15.pdf	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% students passed at a 70% rate (11/26/2012)	

Written grammar - Compose grammatically correct sentences utilizing high-intermediate structures of English in writing

Course Outcome Status: Active

English Text Comprehension - Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.

SKY ESOL 874 : High-Intermediate ESL Grammar

Written grammar - Compose grammatically correct sentences utilizing high-intermediate structures of English in writing

Assessment Methods	Result	Actions
Exam - Essay exam Success Criterion: 70%	Reporting Cycle: 2015- 2016 Result Type: Criterion met 90% passed at 70% or above (12/21/2015) Related Documents: craigief15.pdf	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% students passed at a 70% rate (11/26/2012)	

Recognizing grammar - Recognize high-intermediate structures of English grammar in text and speech.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - written exam Success Criterion: 70%		

SKY ESOL 875 : Advanced ESL Grammar & Editing

A. - Recognize own patterns of error and use strategies to edit own writing more effectively

Course Outcome Status: Active

Assessment Methods	Result	Actions
Essay - Use of target structures in specific writing assignments. Success Criterion: 70% passing score.	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. Final exam: 67% average score, 11 of 20 passed the final exam, 18 of 20 passed the course. (05/31/2012)	
Other - Essay and Error Log	Reporting Cycle: 2015- 2016	

English Text Comprehension - Comprehend, analyze, synthesize, and discuss English texts for the purpose of furthering academic, personal, vocational and civic growth.

SKY ESOL 875 : Advanced ESL Grammar & Editing

A. - Recognize own patterns of error and use strategies to edit own writing more effectively

Assessment Methods	Result	Actions
Success Criterion: 70% of students will pass at 70% or better Schedule: Fall 2015	Result Type: Criterion met 87% of the students were able to perform this task and edit their writing more effectively at 70% or better. (11/12/2015)	

A. - Recognize own patterns of error and use strategies to edit own writing more effectively

Course Outcome Status: Active

Assessment Methods	Result	Actions
Essay - Use of target structures in specific writing assignments. Success Criterion: 70% passing score.	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. Final exam: 67% average score, 11 of 20 passed the final exam, 18 of 20 passed the course. (05/31/2012)	
Other - Essay and Error Log Success Criterion: 70% of students will pass at 70% or better Schedule: Fall 2015	Reporting Cycle: 2015- 2016 Result Type: Criterion met 87% of the students were able to perform this task and edit their writing more effectively at 70% or better. (11/12/2015)	

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 400 : English Comp-Nonnative Speaker

comprehend - Comprehend, analyze, synthesize, and discuss college-level texts in English.

Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Exam - Rubric-scored holistic in-class essay based on reading of a college-level text and requiring sources. Success Criterion: Student can demonstrate text-based writing and score a 2 or above on all of the rubric categories and zero scores in the No Pass column. Schedule: Last week of instruction.	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 69% of students (18 out of 26) passed with a 70% rate or better. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: The results for this class were significantly impacted by students who did not attend classes and, thus, were not prepared for the midterm/in-class essay exam. The instructor feels about 80% would have passed had attendance been better.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met Average grade 80%. 85% passed at 70% or better. (12/16/2015)	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion met Median passing rate of 70%. Average passing rate of 75%. (12/31/2014)	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% passing on holistically graded essay response to college-level text. (12/14/2012)	
Survey - Survey Q12 I can understand, critically evaluate, and respond to academic-level tests. 5-point Likert Success Criterion: 70% agree or strongly agree		

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 400 : English Comp-Nonnative Speaker

comprehend - Comprehend, analyze, synthesize, and discuss college-level texts in English.

Assessment Methods	Result	Actions
Exam - Students write reading summaries which are rubric-scored. Success Criterion: 70% achieve passing score.	Reporting Cycle: 2013 - 2014 Result Type: Criterion met 81% passed at 80% or higher. 100% passed. (05/13/2015)	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 50% passed at 70% or better. Students were able to pick out the main ideas and supporting points, but many were not able to paraphrase or put the ideas into their own words and/or include their opinion of the article. Also, 3 students did not complete the assignment. (05/23/2014) Related Documents: 400HertigS14assessment.docx	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion not met All 9 of the students who did the summaries got passing grades. The other 5 students simply didn't do the summaries. This may show that they didn't do the reading, or didn't perceive summary writing as a way to show their reading comprehension. These two summaries were the last of their summary assignments (out of 9) and the scores improved over time telling me that students more and more understood how to write the summaries and improved their ability to discuss the given texts. (12/20/2013) Related Documents: RiveraF2013_400.docx	
Other - Reading comprehension and analysis activity Success Criterion: 70% passing	Reporting Cycle: 2014 - 2015 Result Type: Inconclusive Reverse outline assignment for final holistic essay article. Many students struggled to find the thesis, as it was not academic text and not clearly stated. Approximately 68% (17 of 25) fully grasped the thesis and key points of the article. However, overwhelming pass rates on the final essay indicate greater depth of reading than was indicated on the reading	

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	assessment: 88% scored 70 or better, with 40% scoring a B or higher. So it is hard to know whether it was the nature of the reverse outline assignment that may not have accurately reflected the reading depth. (05/29/2015)	
Other - Graphic organizer/summary-response activity and small group discussion Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015	Reporting Cycle: 2016- 2017 Result Type: Criterion met 83% of students were able to meet this SLO at 70% or better. Students were able to perform this activity well because they were not nervous working in groups. Definitely continue having students analyze and discuss college-level texts in groups. (12/15/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We will continue to discuss these results during our ESOL meetings.	
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Other - Graphic organizer/summary-response activity and small group discussion Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015	Reporting Cycle: 2016- 2017 Result Type: Criterion met 83% of students were able to meet this SLO at 70% or better. Students were able to perform this activity well because they were not nervous working in groups. Definitely continue having students analyze and discuss college-level texts in groups. (12/15/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We will continue to discuss these results during our ESOL meetings.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met 85% of students met this SLO at 70% or better (11/26/2015)	
Essay - 5-6 page Research Paper and a Five-minute presentation of Final Paper Success Criterion: 70% of students passed at 70% or higher rate.	Reporting Cycle: 2016- 2017 Result Type: Criterion met 24 of 26 students who submitted the paper and completed the presentation pass with a C or higher. The Criterion was met. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.	

write - Apply the writing process to generate, develop and present essays at a college level of English.

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 400 : English Comp-Nonnative Speaker

write - Apply the writing process to generate, develop and present essays at a college level of English.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Final holistic exam for 400. Students must participate in the writing process including discussion and planning, writing one draft, and revising to turn in. Success Criterion: 70% passing in final draft Schedule: End of semester, last in-class paper.	Reporting Cycle: 2015- 2016 Result Type: Criterion met 85% passed at 70% or better, with the average at 80%. (12/16/2015)	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 61% passed at 70% or better. Two students plagiarized on the final exam and received a 0, thus bringing the percentage of those who passed down to only 61%. (05/23/2014) Related Documents: 400HertigS14assessment.docx	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% passing on final holistically graded essay. (12/14/2012)	
Survey - Course survey, given towards the end of the semester. Success Criterion: 70% score Agree or Strongly Agree on questions 6, 7, 8, 9, and 13.		
Essay - Rewrite of rough draft Success Criterion: 70% of students pass at a 70% rate. Schedule: Fall 2016	Reporting Cycle: 2016- 2017 Result Type: Criterion met Students used peer review notes and instructor comments to rewrite their essays. 91% of the students were able to use these comments to rewrite their essays with a C or higher. (12/15/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We will continue to discuss these results in our ESOL department meetings.	
Essay - Take-home assignment (3-4	Reporting Cycle: 2016- 2017	

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write - Apply the writing process to generate, develop and present essays at a college level of English.

Assessment Methods	Result	Actions
page opinion/ analysis essays drawing support from multiple sources. Success Criterion: 70% of students passed at 70% or higher rate.	Result Type: Criterion met 25 of 27 students complete the essay with a C or higher. The Criterion was met. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.	

write - Apply the writing process to generate, develop and present essays at a college level of English.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Final holistic exam for 400. Students must participate in the writing process including discussion and planning, writing one draft, and revising to turn in. Success Criterion: 70% passing in final draft Schedule: End of semester, last in-class paper.	Reporting Cycle: 2015- 2016 Result Type: Criterion met 85% passed at 70% or better, with the average at 80%. (12/16/2015)	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 61% passed at 70% or better. Two students plagiarized on the final exam and received a 0, thus bringing the percentage of those who passed down to only 61%. (05/23/2014) Related Documents: 400HertigS14assessment.docx	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% passing on final holistically graded essay. (12/14/2012)	
Survey - Course survey, given towards the end of the semester.		

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<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Success Criterion: 70% score Agree or Strongly Agree on questions 6, 7, 8, 9, and 13.		
Essay - Rewrite of rough draft Success Criterion: 70% of students pass at a 70% rate. Schedule: Fall 2016	Reporting Cycle: 2016- 2017 Result Type: Criterion met Students used peer review notes and instructor comments to rewrite their essays. 91% of the students were able to use these comments to rewrite their essays with a C or higher. (12/15/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We will continue to discuss these results in our ESOL department meetings.	
Essay - Take-home assignment (3-4 page opinion/ analysis essays drawing support from multiple sources. Success Criterion: 70% of students passed at 70% or higher rate.	Reporting Cycle: 2016- 2017 Result Type: Criterion met 25 of 27 students complete the essay with a C or higher. The Criterion was met. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.	

write - Apply the writing process to generate, develop and present essays at a college level of English.

Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Exam - Final holistic exam for 400.	Reporting Cycle: 2015- 2016	

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 400 : English Comp-Nonnative Speaker

write - Apply the writing process to generate, develop and present essays at a college level of English.

Assessment Methods	Result	Actions
<p>Students must participate in the writing process including discussion and planning, writing one draft, and revising to turn in.</p> <p>Success Criterion: 70% passing in final draft</p> <p>Schedule: End of semester, last in-class paper.</p>	<p>Result Type: Criterion met</p> <p>85% passed at 70% or better, with the average at 80%. (12/16/2015)</p>	
	<p>Reporting Cycle: 2013 - 2014</p> <p>Result Type: Criterion not met</p> <p>61% passed at 70% or better. Two students plagiarized on the final exam and received a 0, thus bringing the percentage of those who passed down to only 61%. (05/23/2014)</p> <p>Related Documents:</p> <p>400HertigS14assessment.docx</p>	
	<p>Reporting Cycle: 2012 - 2013</p> <p>Result Type: Criterion met</p> <p>Criterion met. 75% passing on final holistically graded essay. (12/14/2012)</p>	
<p>Survey - Course survey, given towards the end of the semester.</p> <p>Success Criterion: 70% score Agree or Strongly Agree on questions 6, 7, 8, 9, and 13.</p>		
<p>Essay - Rewrite of rough draft</p> <p>Success Criterion: 70% of students pass at a 70% rate.</p> <p>Schedule: Fall 2016</p>	<p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Criterion met</p> <p>Students used peer review notes and instructor comments to rewrite their essays. 91% of the students were able to use these comments to rewrite their essays with a C or higher. (12/15/2016)</p> <p>Who discussed the assessment, results and/or action plans? When?</p> <p>Where (e.g., dept. meeting)?: We will continue to discuss these results in our ESOL department meetings.</p>	
<p>Essay - Take-home assignment (3-4 page opinion/ analysis essays drawing support from multiple</p>	<p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Criterion met</p> <p>25 of 27 students complete the essay with a C or higher. The Criterion was met.</p>	

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Assessment Methods	Result	Actions
sources. Success Criterion: 70% of students passed at 70% or higher rate.	(12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.	

write - Apply the writing process to generate, develop and present essays at a college level of English.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Final holistic exam for 400. Students must participate in the writing process including discussion and planning, writing one draft, and revising to turn in. Success Criterion: 70% passing in final draft Schedule: End of semester, last in-class paper.	Reporting Cycle: 2015- 2016 Result Type: Criterion met 85% passed at 70% or better, with the average at 80%. (12/16/2015)	
	Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 61% passed at 70% or better. Two students plagiarized on the final exam and received a 0, thus bringing the percentage of those who passed down to only 61%. (05/23/2014) Related Documents: 400HertigS14assessment.docx	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% passing on final holistically graded essay. (12/14/2012)	
Survey - Course survey, given towards the end of the semester. Success Criterion: 70% score Agree or Strongly Agree on questions 6, 7,		

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<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
8, 9, and 13.		
Essay - Rewrite of rough draft Success Criterion: 70% of students pass at a 70% rate. Schedule: Fall 2016	Reporting Cycle: 2016- 2017 Result Type: Criterion met Students used peer review notes and instructor comments to rewrite their essays. 91% of the students were able to use these comments to rewrite their essays with a C or higher. (12/15/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We will continue to discuss these results in our ESOL department meetings.	
Essay - Take-home assignment (3-4 page opinion/ analysis essays drawing support from multiple sources. Success Criterion: 70% of students passed at 70% or higher rate.	Reporting Cycle: 2016- 2017 Result Type: Criterion met 25 of 27 students complete the essay with a C or higher. The Criterion was met. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.	

write - Apply the writing process to generate, develop and present essays at a college level of English.

Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Exam - Final holistic exam for 400. Students must participate in the writing process including discussion	Reporting Cycle: 2015- 2016 Result Type: Criterion met 85% passed at 70% or better, with the average at 80%. (12/16/2015)	

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Assessment Methods	Result	Actions
and planning, writing one draft, and revising to turn in. Success Criterion: 70% passing in final draft Schedule: End of semester, last in-class paper.	Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 61% passed at 70% or better. Two students plagiarized on the final exam and received a 0, thus bringing the percentage of those who passed down to only 61%. (05/23/2014) Related Documents: 400HertigS14assessment.docx	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% passing on final holistically graded essay. (12/14/2012)	
Survey - Course survey, given towards the end of the semester. Success Criterion: 70% score Agree or Strongly Agree on questions 6, 7, 8, 9, and 13.		
Essay - Rewrite of rough draft Success Criterion: 70% of students pass at a 70% rate. Schedule: Fall 2016	Reporting Cycle: 2016- 2017 Result Type: Criterion met Students used peer review notes and instructor comments to rewrite their essays. 91% of the students were able to use these comments to rewrite their essays with a C or higher. (12/15/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)? : We will continue to discuss these results in our ESOL department meetings.	
Essay - Take-home assignment (3-4 page opinion/ analysis essays drawing support from multiple sources. Success Criterion: 70% of students	Reporting Cycle: 2016- 2017 Result Type: Criterion met 25 of 27 students complete the essay with a C or higher. The Criterion was met. (12/16/2016) Who discussed the assessment,	

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passed at 70% or higher rate.	results and/or action plans? When? Where (e.g., dept. meeting)? : We are currently discussing these results at our ESOL Department meeting.	

evaluate and modify - Critically evaluate and modify own written language to enhance personal and academic communication.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Survey - Likert survey confidence questions: Q10: I can write English with fewer errors. Q11: My vocabulary has become more academic. Q19: You need to evaluate and proofread your own writing. Success Criterion: 70% agree or strongly agree Schedule: 3-4 weeks before the end of the semester.		
Other - Assessment evaluation (sequential draft, editing exercise or exam, or other writing) Success Criterion: 70% of students are able to revise own writing, correct errors, and avoid grammatical errors.	Reporting Cycle: 2015- 2016 Result Type: Criterion met Average point gain in revision of Essay 2 was 10pts. 8 of 15 got 10 points or higher of a gain. An additional 3 got 8 or 9 points of a gain, making Essay 2 the highest graded essay upon revision: prior to revision, avg was 56%; after revision, avg was 83%. (12/16/2015)	
Other - Metacognitive Questions or	Reporting Cycle: 2016- 2017	

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Assessment Methods	Result	Actions
<p>Journal Reflection: students reflect on their writing over the course of the semester (what they were proud of, what they learned, what they would like to improve for next time) Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015</p>	<p>Result Type: Criterion not met 54% met this SLO which was assessed based on how students raised their scores on online reading and writing discussion forums over the course of the semester. (12/16/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: While many students who stayed with the assignment over the length of the semester did improve their scores, about half of the students stopped participating in the assignment by the end of the term. So the data shows that students are not successful at staying with the assignment (whose purpose is reading and writing fluency and accuracy). Students who stay with the assignment gain improvement. Perhaps I will raise the weekly point value for each week to encourage students stay with the assignment.</p>	
	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 85% of the students in 400 were able to answer a series of metacognitive questions about their writing and learning. (Ex. one thing they learned in class that helped them improve their writing; self-assessment on areas they struggled with, etc.) (12/15/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: The ESOL department is discussing ways we can incorporate more self-</p>	

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Assessment Methods	Result	Actions
	reflective learning in our classes.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met 80% of students met this SLO. (12/09/2015)	
Other - Peer review of essay Success Criterion: 70% of students passed at 70% or higher rate.	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 20 of 29 students completed the peer review draft and reviewed and commented on a fellow students essay. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting. Comment: While most students actively reviewed their classmate's papers and offered useful oral and written feedback, students did not always act on the suggested revisions before the final was turned in. I think there are two parts to this SLO, which make it difficult to assess. Critically evaluating their work and the work of others can be measured through peer review by reviewing their peer comments and observing their interaction, but I'm not sure the enhancement of personal and academic	

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Assessment Methods	Result	Actions
	<p>communication can be fully assessed. And the “modification” of their work was less present than their class time effort. Students appeared to participate actively in our peer review sessions and seemed to benefit from them while in class (From my general observation of the activity, the students were successful and from my informal questioning regarding peer review, I understand that the students believe it is useful and even necessary.) Yet, the students’ in class work doesn’t always yield out of class revisions. And revisions made outside of class may not have been the result of an in class peer review session.</p> <p>Perhaps a specific revision assignment based on a conference with the instructor would yield a more specific assessment. That or separating the two SLO’s ?</p>	

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Course Outcome Status: Active

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<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
<p>Survey - Likert survey confidence questions: Q10: I can write English with fewer errors. Q11: My vocabulary has become more academic. Q19: You need to evaluate and proofread your own writing. Success Criterion: 70% agree or strongly agree Schedule: 3-4 weeks before the end of the semester.</p>		
<p>Other - Assessment evaluation (sequential draft, editing exercise or exam, or other writing) Success Criterion: 70% of students are able to revise own writing, correct errors, and avoid grammatical errors.</p>	<p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Average point gain in revision of Essay 2 was 10pts. 8 of 15 got 10 points or higher of a gain. An additional 3 got 8 or 9 points of a gain, making Essay 2 the highest graded essay upon revision: prior to revision, avg was 56%; after revision, avg was 83%. (12/16/2015)</p>	
<p>Other - Metacognitive Questions or Journal Reflection: students reflect on their writing over the course of the semester (what they were proud of, what they learned, what they would like to improve for next time) Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015</p>	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion not met 54% met this SLO which was assessed based on how students raised their scores on online reading and writing discussion forums over the course of the semester. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: While many students who stayed with the assignment over the length of the semester did improve their scores, about half of the students stopped participating in the assignment by</p>	

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Assessment Methods	Result	Actions
	the end of the term. So the data shows that students are not successful at staying with the assignment (whose purpose is reading and writing fluency and accuracy). Students who stay with the assignment gain improvement. Perhaps I will raise the weekly point value for each week to encourage students stay with the assignment.	
	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 85% of the students in 400 were able to answer a series of metacognitive questions about their writing and learning. (Ex. one thing they learned in class that helped them improve their writing; self-assessment on areas they struggled with, etc.) (12/15/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: The ESOL department is discussing ways we can incorporate more self-reflective learning in our classes.</p>	
	<p>Reporting Cycle: 2015- 2016 Result Type: Criterion met 80% of students met this SLO. (12/09/2015)</p>	
<p>Other - Peer review of essay Success Criterion: 70% of students passed at 70% or higher rate.</p>	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion not met 20 of 29 students completed the peer review draft and reviewed and commented on a fellow students essay. (12/16/2016)</p> <p>Who discussed the assessment, results and/or action plans? When?</p>	

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Assessment Methods	Result	Actions
	<p>Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.</p> <p>Comment: While most students actively reviewed their classmate's papers and offered useful oral and written feedback, students did not always act on the suggested revisions before the final was turned in.</p> <p>I think there are two parts to this SLO, which make it difficult to assess. Critically evaluating their work and the work of others can be measured through peer review by reviewing their peer comments and observing their interaction, but I'm not sure the enhancement of personal and academic communication can be fully assessed. And the "modification" of their work was less present than their class time effort. Students appeared to participate actively in our peer review sessions and seemed to benefit from them while in class (From my general observation of the activity, the students were successful and from my informal questioning regarding</p>	

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<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
	<p>peer review, I understand that the students believe it is useful and even necessary.) Yet, the students' in class work doesn't always yield out of class revisions. And revisions made outside of class may not have been the result of an in class peer review session.</p> <p>Perhaps a specific revision assignment based on a conference with the instructor would yield a more specific assessment. That or separating the two SLO's ?</p>	

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Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
<p>Survey - Likert survey confidence questions: Q10: I can write English with fewer errors. Q11: My vocabulary has become more academic. Q19: You need to evaluate and proofread your own writing. Success Criterion: 70% agree or strongly agree</p>		

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Assessment Methods	Result	Actions
Schedule: 3-4 weeks before the end of the semester.		
Other - Assessment evaluation (sequential draft, editing exercise or exam, or other writing) Success Criterion: 70% of students are able to revise own writing, correct errors, and avoid grammatical errors.	Reporting Cycle: 2015- 2016 Result Type: Criterion met Average point gain in revision of Essay 2 was 10pts. 8 of 15 got 10 points or higher of a gain. An additional 3 got 8 or 9 points of a gain, making Essay 2 the highest graded essay upon revision: prior to revision, avg was 56%; after revision, avg was 83%. (12/16/2015)	
Other - Metacognitive Questions or Journal Reflection: students reflect on their writing over the course of the semester (what they were proud of, what they learned, what they would like to improve for next time) Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 54% met this SLO which was assessed based on how students raised their scores on online reading and writing discussion forums over the course of the semester. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: While many students who stayed with the assignment over the length of the semester did improve their scores, about half of the students stopped participating in the assignment by the end of the term. So the data shows that students are not successful at staying with the assignment (whose purpose is reading and writing fluency and accuracy). Students who stay with the assignment gain improvement. Perhaps I will raise the weekly point value for each week to encourage students stay with the assignment.	

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Assessment Methods	Result	Actions
	Reporting Cycle: 2016- 2017 Result Type: Criterion met 85% of the students in 400 were able to answer a series of metacognitive questions about their writing and learning. (Ex. one thing they learned in class that helped them improve their writing; self-assessment on areas they struggled with, etc.) (12/15/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: The ESOL department is discussing ways we can incorporate more self-reflective learning in our classes.	
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Assessment Methods	Result	Actions
	<p>I think there are two parts to this SLO, which make it difficult to assess. Critically evaluating their work and the work of others can be measured through peer review by reviewing their peer comments and observing their interaction, but I'm not sure the enhancement of personal and academic communication can be fully assessed. And the "modification" of their work was less present than their class time effort. Students appeared to participate actively in our peer review sessions and seemed to benefit from them while in class (From my general observation of the activity, the students were successful and from my informal questioning regarding peer review, I understand that the students believe it is useful and even necessary.) Yet, the students' in class work doesn't always yield out of class revisions. And revisions made outside of class may not have been the result of an in class peer review session.</p> <p>Perhaps a specific revision assignment based on a conference</p>	

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	with the instructor would yield a more specific assessment. That or separating the two SLO's ?	

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Assessment Methods	Result	Actions
Survey - Likert survey confidence questions: Q10: I can write English with fewer errors. Q11: My vocabulary has become more academic. Q19: You need to evaluate and proofread your own writing. Success Criterion: 70% agree or strongly agree Schedule: 3-4 weeks before the end of the semester.		
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Other - Metacognitive Questions or	Reporting Cycle: 2016- 2017	

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Assessment Methods	Result	Actions
<p>Journal Reflection: students reflect on their writing over the course of the semester (what they were proud of, what they learned, what they would like to improve for next time) Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015</p>	<p>Result Type: Criterion not met 54% met this SLO which was assessed based on how students raised their scores on online reading and writing discussion forums over the course of the semester. (12/16/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: While many students who stayed with the assignment over the length of the semester did improve their scores, about half of the students stopped participating in the assignment by the end of the term. So the data shows that students are not successful at staying with the assignment (whose purpose is reading and writing fluency and accuracy). Students who stay with the assignment gain improvement. Perhaps I will raise the weekly point value for each week to encourage students stay with the assignment.</p>	
	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 85% of the students in 400 were able to answer a series of metacognitive questions about their writing and learning. (Ex. one thing they learned in class that helped them improve their writing; self-assessment on areas they struggled with, etc.) (12/15/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: The ESOL department is discussing ways we can incorporate more self-</p>	

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SKY ESOL 400 : English Comp-Nonnative Speaker

evaluate and modify - Critically evaluate and modify own written language to enhance personal and academic communication.

Assessment Methods	Result	Actions
	reflective learning in our classes.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met 80% of students met this SLO. (12/09/2015)	
Other - Peer review of essay Success Criterion: 70% of students passed at 70% or higher rate.	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 20 of 29 students completed the peer review draft and reviewed and commented on a fellow students essay. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting. Comment: While most students actively reviewed their classmate's papers and offered useful oral and written feedback, students did not always act on the suggested revisions before the final was turned in. I think there are two parts to this SLO, which make it difficult to assess. Critically evaluating their work and the work of others can be measured through peer review by reviewing their peer comments and observing their interaction, but I'm not sure the enhancement of personal and academic	

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Assessment Methods	Result	Actions
	<p>communication can be fully assessed. And the “modification” of their work was less present than their class time effort. Students appeared to participate actively in our peer review sessions and seemed to benefit from them while in class (From my general observation of the activity, the students were successful and from my informal questioning regarding peer review, I understand that the students believe it is useful and even necessary.) Yet, the students’ in class work doesn’t always yield out of class revisions. And revisions made outside of class may not have been the result of an in class peer review session.</p> <p>Perhaps a specific revision assignment based on a conference with the instructor would yield a more specific assessment. That or separating the two SLO’s ?</p>	

evaluate and modify - Critically evaluate and modify own written language to enhance personal and academic communication.

Course Outcome Status: Active

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 400 : English Comp-Nonnative Speaker

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Assessment Methods	Result	Actions
Survey - Likert survey confidence questions: Q10: I can write English with fewer errors. Q11: My vocabulary has become more academic. Q19: You need to evaluate and proofread your own writing. Success Criterion: 70% agree or strongly agree Schedule: 3-4 weeks before the end of the semester.		
Other - Assessment evaluation (sequential draft, editing exercise or exam, or other writing) Success Criterion: 70% of students are able to revise own writing, correct errors, and avoid grammatical errors.	Reporting Cycle: 2015- 2016 Result Type: Criterion met Average point gain in revision of Essay 2 was 10pts. 8 of 15 got 10 points or higher of a gain. An additional 3 got 8 or 9 points of a gain, making Essay 2 the highest graded essay upon revision: prior to revision, avg was 56%; after revision, avg was 83%. (12/16/2015)	
Other - Metacognitive Questions or Journal Reflection: students reflect on their writing over the course of the semester (what they were proud of, what they learned, what they would like to improve for next time) Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 54% met this SLO which was assessed based on how students raised their scores on online reading and writing discussion forums over the course of the semester. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: While many students who stayed with the assignment over the length of the semester did improve their scores, about half of the students stopped participating in the assignment by	

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Assessment Methods	Result	Actions
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Assessment Methods	Result	Actions
	<p>Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.</p> <p>Comment: While most students actively reviewed their classmate's papers and offered useful oral and written feedback, students did not always act on the suggested revisions before the final was turned in.</p> <p>I think there are two parts to this SLO, which make it difficult to assess. Critically evaluating their work and the work of others can be measured through peer review by reviewing their peer comments and observing their interaction, but I'm not sure the enhancement of personal and academic communication can be fully assessed. And the "modification" of their work was less present than their class time effort. Students appeared to participate actively in our peer review sessions and seemed to benefit from them while in class (From my general observation of the activity, the students were successful and from my informal questioning regarding</p>	

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Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
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<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Schedule: 3-4 weeks before the end of the semester.		
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Other - Metacognitive Questions or Journal Reflection: students reflect on their writing over the course of the semester (what they were proud of, what they learned, what they would like to improve for next time) Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 54% met this SLO which was assessed based on how students raised their scores on online reading and writing discussion forums over the course of the semester. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: While many students who stayed with the assignment over the length of the semester did improve their scores, about half of the students stopped participating in the assignment by the end of the term. So the data shows that students are not successful at staying with the assignment (whose purpose is reading and writing fluency and accuracy). Students who stay with the assignment gain improvement. Perhaps I will raise the weekly point value for each week to encourage students stay with the assignment.	

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Assessment Methods	Result	Actions
	with the instructor would yield a more specific assessment. That or separating the two SLO's ?	

SKY ESOL 830 : ENGL Spkrs Other Languages III

Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Directly related to Course Outcome	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. For the Fall 2012 holistic essay results, out of 20 students, 16 scored at or above the targeted performance level of distracting grammar, but not so severe as to interfere with content, not much organization. (01/18/2013) Related Documents: ESOL 830 Fall 2012 testing	
	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. In the Spring 2012 holistic exams, out of 28 students, 71% scored equal to or better than the targeted level of distracting grammar but not so severe as to interfere with content, not much organization. (06/18/2012) Related Documents: Spr 2012 test data	
	Reporting Cycle: 2011 - 2012 Result Type: Criterion not met Criterion not met. Fall 2011 holistic test results: Just 40% of class scored at the targeted score	

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 830 : ENGL Spkrs Other Languages III

Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

Assessment Methods	Result	Actions
Directly related to Course Outcome	of 3: distracting grammar but not so severe as to interfere with content, not much organization. Of the 6 persisters from Spr 2010, the scores of half showed improvement, 2 no improvement and one worse. The average difference was +.50 (01/18/2012) Related Documents: ESOL 830 Fall 2011 testing	
Exam - Holistic writing exam	Reporting Cycle: 2016- 2017 Result Type: Criterion met 77% of students passed at 70% or better. (5 of 22 students failed the course). (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)? : Of those who failed, 4 were woefully underprepared upon entrance and did not avail themselves of tutoring despite visits from the retention specialist and direct urging from the instructor. Of those who passed, 8 had been woefully underprepared and managed to pass the course, most availing themselves of support. It is unclear how to reach students with particular needs and schedule constraints and provide support that works for them. I strongly feel that embedded tutoring and group sessions devoted wholly to this class would help. We have been working on getting more support to the students at departmental meetings.	
	Reporting Cycle: 2016- 2017 Result Type: Criterion met	

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 830 : ENGL Spkrs Other Languages III

Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

	<p>At least 70% of students passed at 70% or higher (12/16/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Much time in class needs to be allotted to practicing and analyzing writing conventions, sentence structure and topic development. Analyzing students' writings in class is especially effective.</p>	
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Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Directly related to Course Outcome	<p>Reporting Cycle: 2012 - 2013</p> <p>Result Type: Criterion met</p> <p>Criterion met. For the Fall 2012 holistic essay results, out of 20 students, 16 scored at or above the targeted performance level of distracting grammar, but not so severe as to interfere with content, not much organization. (01/18/2013)</p> <p>Related Documents:</p> <p>ESOL 830 Fall 2012 testing</p>	
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Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 830 : ENGL Spkrs Other Languages III

Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

Assessment Methods	Result	Actions
<p>Directly related to Course Outcome</p>	<p>Result Type: Criterion not met</p> <p>Criterion not met. Fall 2011 holistic test results: Just 40% of class scored at the targeted score of 3: distracting grammar but not so severe as to interfere with content, not much organization. Of the 6 persisters from Spr 2010, the scores of half showed improvement, 2 no improvement and one worse. The average difference was +.50 (01/18/2012)</p> <p>Related Documents:</p> <p>ESOL 830 Fall 2011 testing</p>	
<p>Exam - Holistic writing exam</p>	<p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Criterion met</p> <p>77% of students passed at 70% or better. (5 of 22 students failed the course). (12/16/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Of those who failed, 4 were woefully underprepared upon entrance and did not avail themselves of tutoring despite visits from the retention specialist and direct urging from the instructor. Of those who passed, 8 had been woefully underprepared and managed to pass the course, most availing themselves of support. It is unclear how to reach students with particular needs and schedule constraints and provide support that works for them. I strongly feel that embedded tutoring and group sessions devoted wholly to this class would help. We have been working on getting more support to the students at departmental meetings.</p>	

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 830 : ENGL Spkrs Other Languages III

Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met At least 70% of students passed at 70% or higher (12/16/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Much time in class needs to be allotted to practicing and analyzing writing conventions, sentence structure and topic development. Analyzing students' writings in class is especially effective.</p>	
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Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Directly related to Course Outcome	<p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. For the Fall 2012 holistic essay results, out of 20 students, 16 scored at or above the targeted performance level of distracting grammar, but not so severe as to interfere with content, not much organization. (01/18/2013) Related Documents: ESOL 830 Fall 2012 testing</p>	
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Exam - Holistic writing exam	Reporting Cycle: 2016- 2017 Result Type: Criterion met 77% of students passed at 70% or better. (5 of 22 students failed the course). (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Of those who failed, 4 were woefully underprepared upon entrance and did not avail themselves of tutoring despite visits from the retention specialist and direct urging from the instructor. Of those who passed, 8 had been woefully underprepared and managed to pass the course, most availing themselves of support. It is unclear how to reach students with particular needs and schedule constraints and provide support that works for them. I strongly feel that embedded tutoring and group sessions devoted wholly to this class would help. We have been working on getting more support to the	

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Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

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Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

Assessment Methods	Result	Actions
Directly related to Course Outcome	Spr 2012 test data	
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Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

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Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

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<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
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Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

Assessment Methods	Result	Actions
Directly related to Course Outcome	content, not much organization. (06/18/2012) Related Documents: Spr 2012 test data	
	Reporting Cycle: 2011 - 2012 Result Type: Criterion not met Criterion not met. Fall 2011 holistic test results: Just 40% of class scored at the targeted score of 3: distracting grammar but not so severe as to interfere with content, not much organization. Of the 6 persisters from Spr 2010, the scores of half showed improvement, 2 no improvement and one worse. The average difference was +.50 (01/18/2012) Related Documents: ESOL 830 Fall 2011 testing Exam - Holistic writing exam Reporting Cycle: 2016- 2017 Result Type: Criterion met 77% of students passed at 70% or better. (5 of 22 students failed the course). (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Of those who failed, 4 were woefully underprepared upon entrance and did not avail themselves of tutoring despite visits from the retention specialist and direct urging from the instructor. Of those who passed, 8 had been woefully underprepared and managed to pass the course, most availing themselves of support. It is unclear how to reach students with particular needs and schedule constraints and provide support that works for them. I strongly feel that embedded tutoring and group	

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 830 : ENGL Spkrs Other Languages III

Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

	<p>sessions devoted wholly to this class would help. We have been working on getting more support to the students at departmental meetings.</p>	
	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met At least 70% of students passed at 70% or higher (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Much time in class needs to be allotted to practicing and analyzing writing conventions, sentence structure and topic development. Analyzing students' writings in class is especially effective.</p>	

Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Directly related to Course Outcome	<p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. For the Fall 2012 holistic essay results, out of 20 students, 16 scored at or above the targeted performance level of distracting grammar, but not so severe as to interfere with content, not much organization. (01/18/2013) Related Documents: ESOL 830 Fall 2012 testing</p>	
	<p>Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. In the Spring 2012 holistic exams, out of 28 students, 71% scored equal to or</p>	

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 830 : ENGL Spkrs Other Languages III

Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

Assessment Methods	Result	Actions
Directly related to Course Outcome	better than the targeted level of distracting grammar but not so severe as to interfere with content, not much organization. (06/18/2012) Related Documents: Spr 2012 test data	
	Reporting Cycle: 2011 - 2012 Result Type: Criterion not met Criterion not met. Fall 2011 holistic test results: Just 40% of class scored at the targeted score of 3: distracting grammar but not so severe as to interfere with content, not much organization. Of the 6 persisters from Spr 2010, the scores of half showed improvement, 2 no improvement and one worse. The average difference was +.50 (01/18/2012) Related Documents: ESOL 830 Fall 2011 testing Exam - Holistic writing exam Reporting Cycle: 2016- 2017 Result Type: Criterion met 77% of students passed at 70% or better. (5 of 22 students failed the course). (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)? : Of those who failed, 4 were woefully underprepared upon entrance and did not avail themselves of tutoring despite visits from the retention specialist and direct urging from the instructor. Of those who passed, 8 had been woefully underprepared and managed to pass the course, most availing themselves of support. It is unclear how to reach students with particular needs and schedule constraints and provide support that works for them. I strongly feel that	

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 830 : ENGL Spkrs Other Languages III

Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

	embedded tutoring and group sessions devoted wholly to this class would help. We have been working on getting more support to the students at departmental meetings.	
	Reporting Cycle: 2016- 2017 Result Type: Criterion met At least 70% of students passed at 70% or higher (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Much time in class needs to be allotted to practicing and analyzing writing conventions, sentence structure and topic development. Analyzing students' writings in class is especially effective.	

SKY ESOL 840 : ENGL Spkrs Other Languages IV

No Course Outcomes to display for this PSLO

SKY ESOL 872 : Pre-Intermediate ESL Grammar

No Course Outcomes to display for this PSLO

SKY ESOL 873 : Intermediate ESL Grammar

Written grammar - Compose grammatically correct sentences utilizing intermediate structures of English in writing

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Essay portion of an exam, or		

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 873 : Intermediate ESL Grammar

Written grammar - Compose grammatically correct sentences utilizing intermediate structures of English in writing

Assessment Methods	Result	Actions
an essay Success Criterion: 70%		

Identified grammar - Identify and correct errors in student writing

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Editing exam Success Criterion: 70%	Reporting Cycle: 2012 - 2013 Result Type: Criterion not met Criterion not met. 57% of students passed at 70% or better (12/15/2012)	

Recognizing grammar - Recognize intermediate structures of English grammar in text and speech.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Written or aural exam Success Criterion: 70%		

SKY ESOL 874 : High-Intermediate ESL Grammar

Written grammar - Compose grammatically correct sentences utilizing high-intermediate structures of English in writing

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Essay exam Success Criterion: 70%	Reporting Cycle: 2015- 2016 Result Type: Criterion met 90% passed at 70% or above (12/21/2015) Related Documents:	

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 874 : High-Intermediate ESL Grammar

Written grammar - Compose grammatically correct sentences utilizing high-intermediate structures of English in writing

Assessment Methods	Result	Actions
	craigief15.pdf	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% students passed at a 70% rate (11/26/2012)	

Written grammar - Compose grammatically correct sentences utilizing high-intermediate structures of English in writing

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Essay exam Success Criterion: 70%	Reporting Cycle: 2015- 2016 Result Type: Criterion met 90% passed at 70% or above (12/21/2015) Related Documents: craigief15.pdf	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% students passed at a 70% rate (11/26/2012)	

Identified grammar - Identify and correct errors in student writing at a high-intermediate level.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Editing exam Success Criterion: 70%		

SKY ESOL 875 : Advanced ESL Grammar & Editing

Written Language Improvement - Critically evaluate and modify own written language to enhance academic, personal, vocational, and civic communication.

SKY ESOL 875 : Advanced ESL Grammar & Editing

A. - Recognize own patterns of error and use strategies to edit own writing more effectively

Course Outcome Status: Active

Assessment Methods	Result	Actions
Essay - Use of target structures in specific writing assignments. Success Criterion: 70% passing score.	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. Final exam: 67% average score, 11 of 20 passed the final exam, 18 of 20 passed the course. (05/31/2012)	
Other - Essay and Error Log Success Criterion: 70% of students will pass at 70% or better Schedule: Fall 2015	Reporting Cycle: 2015- 2016 Result Type: Criterion met 87% of the students were able to perform this task and edit their writing more effectively at 70% or better. (11/12/2015)	

A. - Recognize own patterns of error and use strategies to edit own writing more effectively

Course Outcome Status: Active

Assessment Methods	Result	Actions
Essay - Use of target structures in specific writing assignments. Success Criterion: 70% passing score.	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. Final exam: 67% average score, 11 of 20 passed the final exam, 18 of 20 passed the course. (05/31/2012)	
Other - Essay and Error Log Success Criterion: 70% of students will pass at 70% or better Schedule: Fall 2015	Reporting Cycle: 2015- 2016 Result Type: Criterion met 87% of the students were able to perform this task and edit their writing more effectively at 70% or better. (11/12/2015)	

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SKY ESOL 400 : English Comp-Nonnative Speaker

evaluate and modify - Critically evaluate and modify own written language to enhance personal and academic communication.

Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Survey - Likert survey confidence questions: Q10: I can write English with fewer errors. Q11: My vocabulary has become more academic. Q19: You need to evaluate and proofread your own writing. Success Criterion: 70% agree or strongly agree Schedule: 3-4 weeks before the end of the semester.		
Other - Assessment evaluation (sequential draft, editing exercise or exam, or other writing) Success Criterion: 70% of students are able to revise own writing, correct errors, and avoid grammatical errors.	Reporting Cycle: 2015- 2016 Result Type: Criterion met Average point gain in revision of Essay 2 was 10pts. 8 of 15 got 10 points or higher of a gain. An additional 3 got 8 or 9 points of a gain, making Essay 2 the highest graded essay upon revision: prior to revision, avg was 56%; after revision, avg was 83%. (12/16/2015)	
Other - Metacognitive Questions or Journal Reflection: students reflect on their writing over the course of the semester (what they were proud of, what they learned, what they would like to improve for next time) Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 54% met this SLO which was assessed based on how students raised their scores on online reading and writing discussion forums over the course of the semester. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: While many students who stayed with the assignment over the length of the semester did improve their scores, about half of the students stopped participating in the assignment by	

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Assessment Methods	Result	Actions
	the end of the term. So the data shows that students are not successful at staying with the assignment (whose purpose is reading and writing fluency and accuracy). Students who stay with the assignment gain improvement. Perhaps I will raise the weekly point value for each week to encourage students stay with the assignment.	
	Reporting Cycle: 2016- 2017 Result Type: Criterion met 85% of the students in 400 were able to answer a series of metacognitive questions about their writing and learning. (Ex. one thing they learned in class that helped them improve their writing; self-assessment on areas they struggled with, etc.) (12/15/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)? The ESOL department is discussing ways we can incorporate more self-reflective learning in our classes.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met 80% of students met this SLO. (12/09/2015)	
Other - Peer review of essay Success Criterion: 70% of students passed at 70% or higher rate.	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 20 of 29 students completed the peer review draft and reviewed and commented on a fellow students essay. (12/16/2016) Who discussed the assessment, results and/or action plans? When?	

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Assessment Methods	Result	Actions
	<p>Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.</p> <p>Comment: While most students actively reviewed their classmate's papers and offered useful oral and written feedback, students did not always act on the suggested revisions before the final was turned in.</p> <p>I think there are two parts to this SLO, which make it difficult to assess. Critically evaluating their work and the work of others can be measured through peer review by reviewing their peer comments and observing their interaction, but I'm not sure the enhancement of personal and academic communication can be fully assessed. And the "modification" of their work was less present than their class time effort. Students appeared to participate actively in our peer review sessions and seemed to benefit from them while in class (From my general observation of the activity, the students were successful and from my informal questioning regarding</p>	

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	<p>peer review, I understand that the students believe it is useful and even necessary.) Yet, the students' in class work doesn't always yield out of class revisions. And revisions made outside of class may not have been the result of an in class peer review session.</p> <p>Perhaps a specific revision assignment based on a conference with the instructor would yield a more specific assessment. That or separating the two SLO's ?</p>	

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Schedule: 3-4 weeks before the end of the semester.		
Other - Assessment evaluation (sequential draft, editing exercise or exam, or other writing) Success Criterion: 70% of students are able to revise own writing, correct errors, and avoid grammatical errors.	Reporting Cycle: 2015- 2016 Result Type: Criterion met Average point gain in revision of Essay 2 was 10pts. 8 of 15 got 10 points or higher of a gain. An additional 3 got 8 or 9 points of a gain, making Essay 2 the highest graded essay upon revision: prior to revision, avg was 56%; after revision, avg was 83%. (12/16/2015)	
Other - Metacognitive Questions or Journal Reflection: students reflect on their writing over the course of the semester (what they were proud of, what they learned, what they would like to improve for next time) Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 54% met this SLO which was assessed based on how students raised their scores on online reading and writing discussion forums over the course of the semester. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: While many students who stayed with the assignment over the length of the semester did improve their scores, about half of the students stopped participating in the assignment by the end of the term. So the data shows that students are not successful at staying with the assignment (whose purpose is reading and writing fluency and accuracy). Students who stay with the assignment gain improvement. Perhaps I will raise the weekly point value for each week to encourage students stay with the assignment.	

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	Reporting Cycle: 2015- 2016 Result Type: Criterion met 80% of students met this SLO. (12/09/2015)	
Other - Peer review of essay Success Criterion: 70% of students passed at 70% or higher rate.	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 20 of 29 students completed the peer review draft and reviewed and commented on a fellow students essay. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting. Comment: While most students actively reviewed their classmate's papers and offered useful oral and written feedback, students did not always act on the suggested revisions before the final was turned in.	

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	with the instructor would yield a more specific assessment. That or separating the two SLO's ?	

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Other - Metacognitive Questions or	Reporting Cycle: 2016- 2017	

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<p>Journal Reflection: students reflect on their writing over the course of the semester (what they were proud of, what they learned, what they would like to improve for next time) Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015</p>	<p>Result Type: Criterion not met 54% met this SLO which was assessed based on how students raised their scores on online reading and writing discussion forums over the course of the semester. (12/16/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: While many students who stayed with the assignment over the length of the semester did improve their scores, about half of the students stopped participating in the assignment by the end of the term. So the data shows that students are not successful at staying with the assignment (whose purpose is reading and writing fluency and accuracy). Students who stay with the assignment gain improvement. Perhaps I will raise the weekly point value for each week to encourage students stay with the assignment.</p>	
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	reflective learning in our classes.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met 80% of students met this SLO. (12/09/2015)	
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	<p>communication can be fully assessed. And the “modification” of their work was less present than their class time effort. Students appeared to participate actively in our peer review sessions and seemed to benefit from them while in class (From my general observation of the activity, the students were successful and from my informal questioning regarding peer review, I understand that the students believe it is useful and even necessary.) Yet, the students’ in class work doesn’t always yield out of class revisions. And revisions made outside of class may not have been the result of an in class peer review session.</p> <p>Perhaps a specific revision assignment based on a conference with the instructor would yield a more specific assessment. That or separating the two SLO’s ?</p>	

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	<p>Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting.</p> <p>Comment: While most students actively reviewed their classmate's papers and offered useful oral and written feedback, students did not always act on the suggested revisions before the final was turned in.</p> <p>I think there are two parts to this SLO, which make it difficult to assess. Critically evaluating their work and the work of others can be measured through peer review by reviewing their peer comments and observing their interaction, but I'm not sure the enhancement of personal and academic communication can be fully assessed. And the "modification" of their work was less present than their class time effort. Students appeared to participate actively in our peer review sessions and seemed to benefit from them while in class (From my general observation of the activity, the students were successful and from my informal questioning regarding</p>	

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<p>Survey - Likert survey confidence questions: Q10: I can write English with fewer errors. Q11: My vocabulary has become more academic. Q19: You need to evaluate and proofread your own writing. Success Criterion: 70% agree or strongly agree</p>		

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Assessment Methods	Result	Actions
	Reporting Cycle: 2016- 2017 Result Type: Criterion met 85% of the students in 400 were able to answer a series of metacognitive questions about their writing and learning. (Ex. one thing they learned in class that helped them improve their writing; self-assessment on areas they struggled with, etc.) (12/15/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: The ESOL department is discussing ways we can incorporate more self-reflective learning in our classes.	
	Reporting Cycle: 2015- 2016 Result Type: Criterion met 80% of students met this SLO. (12/09/2015)	
Other - Peer review of essay Success Criterion: 70% of students passed at 70% or higher rate.	Reporting Cycle: 2016- 2017 Result Type: Criterion not met 20 of 29 students completed the peer review draft and reviewed and commented on a fellow students essay. (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: We are currently discussing these results at our ESOL Department meeting. Comment: While most students actively reviewed their classmate's papers and offered useful oral and written feedback, students did not always act on the suggested revisions before the final was turned in.	

English Oral Communication - Listen effectively and consistently, produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations.

SKY ESOL 400 : English Comp-Nonnative Speaker

evaluate and modify - Critically evaluate and modify own written language to enhance personal and academic communication.

Assessment Methods	Result	Actions
	<p>I think there are two parts to this SLO, which make it difficult to assess. Critically evaluating their work and the work of others can be measured through peer review by reviewing their peer comments and observing their interaction, but I'm not sure the enhancement of personal and academic communication can be fully assessed. And the "modification" of their work was less present than their class time effort. Students appeared to participate actively in our peer review sessions and seemed to benefit from them while in class (From my general observation of the activity, the students were successful and from my informal questioning regarding peer review, I understand that the students believe it is useful and even necessary.) Yet, the students' in class work doesn't always yield out of class revisions. And revisions made outside of class may not have been the result of an in class peer review session.</p> <p>Perhaps a specific revision assignment based on a conference</p>	

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Assessment Methods	Result	Actions
	with the instructor would yield a more specific assessment. That or separating the two SLO's ?	

evaluate and modify - Critically evaluate and modify own written language to enhance personal and academic communication.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Survey - Likert survey confidence questions: Q10: I can write English with fewer errors. Q11: My vocabulary has become more academic. Q19: You need to evaluate and proofread your own writing. Success Criterion: 70% agree or strongly agree Schedule: 3-4 weeks before the end of the semester.		
Other - Assessment evaluation (sequential draft, editing exercise or exam, or other writing) Success Criterion: 70% of students are able to revise own writing, correct errors, and avoid grammatical errors.	Reporting Cycle: 2015- 2016 Result Type: Criterion met Average point gain in revision of Essay 2 was 10pts. 8 of 15 got 10 points or higher of a gain. An additional 3 got 8 or 9 points of a gain, making Essay 2 the highest graded essay upon revision: prior to revision, avg was 56%; after revision, avg was 83%. (12/16/2015)	
Other - Metacognitive Questions or	Reporting Cycle: 2016- 2017	

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Assessment Methods	Result	Actions
<p>Journal Reflection: students reflect on their writing over the course of the semester (what they were proud of, what they learned, what they would like to improve for next time) Success Criterion: 70% of students pass at a 70% rate Schedule: Fall 2015</p>	<p>Result Type: Criterion not met 54% met this SLO which was assessed based on how students raised their scores on online reading and writing discussion forums over the course of the semester. (12/16/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: While many students who stayed with the assignment over the length of the semester did improve their scores, about half of the students stopped participating in the assignment by the end of the term. So the data shows that students are not successful at staying with the assignment (whose purpose is reading and writing fluency and accuracy). Students who stay with the assignment gain improvement. Perhaps I will raise the weekly point value for each week to encourage students stay with the assignment.</p>	
	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 85% of the students in 400 were able to answer a series of metacognitive questions about their writing and learning. (Ex. one thing they learned in class that helped them improve their writing; self-assessment on areas they struggled with, etc.) (12/15/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: The ESOL department is discussing ways we can incorporate more self-</p>	

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SKY ESOL 830 : ENGL Spkrs Other Languages III

Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

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SKY ESOL 830 : ENGL Spkrs Other Languages III

Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Directly related to Course Outcome	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. For the Fall 2012 holistic essay results, out of 20 students, 16 scored at or above the targeted performance level of distracting grammar, but not so severe as to interfere with content, not much organization. (01/18/2013) Related Documents: ESOL 830 Fall 2012 testing	
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Exam - Holistic writing exam	Reporting Cycle: 2016- 2017 Result Type: Criterion met 77% of students passed at 70% or better. (5 of 22 students failed the course). (12/16/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)? : Of those who failed, 4 were woefully	

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SKY ESOL 830 : ENGL Spkrs Other Languages III

Writing - Show fluency and developing tense control through writing an organized composition demonstrating an awareness of paragraph formation and sentence structure.

	<p>underprepared upon entrance and did not avail themselves of tutoring despite visits from the retention specialist and direct urging from the instructor. Of those who passed, 8 had been woefully underprepared and managed to pass the course, most availing themselves of support. It is unclear how to reach students with particular needs and schedule constraints and provide support that works for them. I strongly feel that embedded tutoring and group sessions devoted wholly to this class would help. We have been working on getting more support to the students at departmental meetings.</p>	
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Course Outcome Status: Active

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SKY ESOL 840 : ENGL Spkrs Other Languages IV

No Course Outcomes to display for this PSLO

SKY ESOL 852 : Pre-Int. ESL Listen & Speak

SKY ESOL 852 : Pre-Int. ESL Listen & Speak

comprehend - Comprehend, recall, and record new information delivered orally in familiar scaffolded contexts

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Students listen to pre-recorded conversations or lectures and take notes or respond to comprehension questions. Success Criterion: 70% of all students pass listening tests. Schedule: Any point from mid-terms until final exams.	Reporting Cycle: 2014 - 2015 Result Type: Criterion met 100% scored above 70%. (05/12/2015)	
Presentation/Performance - students listen to group presentations and take notes to hand in Success Criterion: 70% passing score	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. First round of presentations: 82% passing Second round of presentations: 72% passing (05/31/2012)	

comprehend - Comprehend, recall, and record new information delivered orally in familiar scaffolded contexts

Course Outcome Status: Active

Assessment Methods	Result	Actions
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comprehend - Comprehend, recall, and record new information delivered orally in familiar scaffolded contexts

English Oral Communication - Listen effectively and consistently, produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations.

SKY ESOL 852 : Pre-Int. ESL Listen & Speak

comprehend - Comprehend, recall, and record new information delivered orally in familiar scaffolded contexts

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Students listen to pre-recorded conversations or lectures and take notes or respond to comprehension questions. Success Criterion: 70% of all students pass listening tests. Schedule: Any point from mid-terms until final exams.	Reporting Cycle: 2014 - 2015 Result Type: Criterion met 100% scored above 70%. (05/12/2015)	
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pronunciation - Demonstrate clear pronunciation and adequate speed of speech appropriate to the pre-intermediate level of English fluency

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Option 1: Rubric-scored speaking test via voice recording or live speech. Option 2: Rubric-scored speaking presentation to class. Success Criterion: 70% passing on rubric Schedule: Any point from mid-terms till final exams.	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. Average: 76% passing rate. (03/08/2013)	
	Reporting Cycle: 2011 - 2012 Result Type: Criterion met 80% passing on rubric (05/31/2012)	

pronunciation - Demonstrate clear pronunciation and adequate speed of speech appropriate to the pre-intermediate level of English fluency

Course Outcome Status: Active

English Oral Communication - Listen effectively and consistently, produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations.

SKY ESOL 852 : Pre-Int. ESL Listen & Speak

pronunciation - Demonstrate clear pronunciation and adequate speed of speech appropriate to the pre-intermediate level of English fluency

Assessment Methods	Result	Actions
Exam - Option 1: Rubric-scored speaking test via voice recording or live speech. Option 2: Rubric-scored speaking presentation to class. Success Criterion: 70% passing on rubric Schedule: Any point from mid-terms till final exams.	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. Average: 76% passing rate. (03/08/2013)	
	Reporting Cycle: 2011 - 2012 Result Type: Criterion met 80% passing on rubric (05/31/2012)	

pronunciation - Demonstrate clear pronunciation and adequate speed of speech appropriate to the pre-intermediate level of English fluency

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Option 1: Rubric-scored speaking test via voice recording or live speech. Option 2: Rubric-scored speaking presentation to class. Success Criterion: 70% passing on rubric Schedule: Any point from mid-terms till final exams.	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. Average: 76% passing rate. (03/08/2013)	
	Reporting Cycle: 2011 - 2012 Result Type: Criterion met 80% passing on rubric (05/31/2012)	

Conversation - Describe, rephrase, or use clarification strategies to facilitate conversation.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Other - Graded discussion activity. Success Criterion: 70% of students		

English Oral Communication - Listen effectively and consistently, produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations.

SKY ESOL 852 : Pre-Int. ESL Listen & Speak

Conversation - Describe, rephrase, or use clarification strategies to facilitate conversation.

Assessment Methods	Result	Actions
pass at a 70% rate.		

SKY ESOL 853 : Int. ESL Listening & Speaking

comprehend - Comprehend, recall, and record new information delivered orally in various scaffolded contexts.

Course Outcome Status: Active

Start Date: 09/07/2012

Assessment Methods	Result	Actions
Survey - Post-course survey question: I can understand most speech and record it in notes to remember later. rubric 1-4 (not at all to Yes, pretty well) Success Criterion: 70% indicate 3 or above.	Reporting Cycle: 2014 - 2015 Result Type: Inconclusive Course was cancelled due to poor scheduling - was not assessed. (05/22/2015)	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 85% indicate 3 or above. (05/31/2012)	
Presentation/Performance - students take notes on class presentations and present notes to instructor. Success Criterion: 70% passing score.	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. 89.31% passing score (05/31/2012)	
Exam - Note-taking assignment Success Criterion: 70% of students pass at a 70% rate.		

comprehend - Comprehend, recall, and record new information delivered orally in various scaffolded contexts.

Course Outcome Status: Active

Start Date: 09/07/2012

English Oral Communication - Listen effectively and consistently, produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations.

SKY ESOL 853 : Int. ESL Listening & Speaking

comprehend - Comprehend, recall, and record new information delivered orally in various scaffolded contexts.

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Survey - Post-course survey question: I can understand most speech and record it in notes to remember later. rubric 1-4 (not at all to Yes, pretty well) Success Criterion: 70% indicate 3 or above.	Reporting Cycle: 2014 - 2015 Result Type: Inconclusive Course was cancelled due to poor scheduling - was not assessed. (05/22/2015)	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 85% indicate 3 or above. (05/31/2012)	
Presentation/Performance - students take notes on class presentations and present notes to instructor. Success Criterion: 70% passing score.	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. 89.31% passing score (05/31/2012)	
Exam - Note-taking assignment Success Criterion: 70% of students pass at a 70% rate.		

comprehend - Comprehend, recall, and record new information delivered orally in various scaffolded contexts.

Course Outcome Status: Active

Start Date: 09/07/2012

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Survey - Post-course survey question: I can understand most speech and record it in notes to remember later. rubric 1-4 (not at all to Yes, pretty well) Success Criterion: 70% indicate 3 or above.	Reporting Cycle: 2014 - 2015 Result Type: Inconclusive Course was cancelled due to poor scheduling - was not assessed. (05/22/2015)	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 85% indicate 3 or above. (05/31/2012)	
Presentation/Performance - students take notes on class	Reporting Cycle: 2011 - 2012	

English Oral Communication - Listen effectively and consistently, produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations.

SKY ESOL 853 : Int. ESL Listening & Speaking

comprehend - Comprehend, recall, and record new information delivered orally in various scaffolded contexts.

Assessment Methods	Result	Actions
presentations and present notes to instructor. Success Criterion: 70% passing score.	Result Type: Criterion met Criterion met. 89.31% passing score (05/31/2012)	
Exam - Note-taking assignment Success Criterion: 70% of students pass at a 70% rate.		

comprehend - Comprehend, recall, and record new information delivered orally in various scaffolded contexts.

Course Outcome Status: Active

Start Date: 09/07/2012

Assessment Methods	Result	Actions
Survey - Post-course survey question: I can understand most speech and record it in notes to remember later. rubric 1-4 (not at all to Yes, pretty well) Success Criterion: 70% indicate 3 or above.	Reporting Cycle: 2014 - 2015 Result Type: Inconclusive Course was cancelled due to poor scheduling - was not assessed. (05/22/2015)	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 85% indicate 3 or above. (05/31/2012)	
Presentation/Performance - students take notes on class presentations and present notes to instructor. Success Criterion: 70% passing score.	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. 89.31% passing score (05/31/2012)	
Exam - Note-taking assignment Success Criterion: 70% of students pass at a 70% rate.		

SKY ESOL 854: High-Int. ESL Listen & Speak

comprehend - Comprehend, recall, and record new information delivered orally in various contexts.

Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Other - Notetaking activity Success Criterion: 70%	Reporting Cycle: 2012 - 2013 Result Type: Criterion not met Not met. 54% (12 students of 22) passed at 70% or above. Average score was 67%. (05/28/2013)	Action: New textbook planned for use in Fall 2013. This text will focus more heavily on note-taking. Note-taking was not an element of previous textbooks at all, and teachers had to create their own materials. (05/28/2013) Action Plan Category: Use New or Revised Teaching methods
Exam - Listening comprehension assessment of native speak at a natural pace. Success Criterion: 70% passing	Reporting Cycle: 2014 - 2015 Result Type: Criterion met 94% passing (04/08/2015)	
Other - Notetaking assignment/listening log from a TED Talks video Success Criterion: 70% of students pass at a 70% rate		

comprehend - Comprehend, recall, and record new information delivered orally in various contexts.

Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Other - Notetaking activity Success Criterion: 70%	Reporting Cycle: 2012 - 2013 Result Type: Criterion not met Not met. 54% (12 students of 22) passed at 70% or above. Average score was 67%. (05/28/2013)	Action: New textbook planned for use in Fall 2013. This text will focus more heavily on note-taking. Note-taking was not an element of previous textbooks at all, and teachers had to create their own materials. (05/28/2013) Action Plan Category: Use New or Revised Teaching methods

English Oral Communication - Listen effectively and consistently, produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations.

SKY ESOL 854: High-Int. ESL Listen & Speak

comprehend - Comprehend, recall, and record new information delivered orally in various contexts.

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Exam - Listening comprehension assessment of native speak at a natural pace. Success Criterion: 70% passing	Reporting Cycle: 2014 - 2015 Result Type: Criterion met 94% passing (04/08/2015)	
Other - Notetaking assignment/listening log from a TED Talks video Success Criterion: 70% of students pass at a 70% rate		

comprehend - Comprehend, recall, and record new information delivered orally in various contexts.

Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Other - Notetaking activity Success Criterion: 70%	Reporting Cycle: 2012 - 2013 Result Type: Criterion not met Not met. 54% (12 students of 22) passed at 70% or above. Average score was 67%. (05/28/2013)	Action: New textbook planned for use in Fall 2013. This text will focus more heavily on note-taking. Note-taking was not an element of previous textbooks at all, and teachers had to create their own materials. (05/28/2013) Action Plan Category: Use New or Revised Teaching methods
Exam - Listening comprehension assessment of native speak at a natural pace. Success Criterion: 70% passing	Reporting Cycle: 2014 - 2015 Result Type: Criterion met 94% passing (04/08/2015)	
Other - Notetaking assignment/listening log from a TED Talks video		

English Oral Communication - Listen effectively and consistently, produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations.

SKY ESOL 854: High-Int. ESL Listen & Speak

comprehend - Comprehend, recall, and record new information delivered orally in various contexts.

Assessment Methods	Result	Actions
Success Criterion: 70% of students pass at a 70% rate		

pronunciation - Demonstrate clear pronunciation and adequate speed of speech appropriate to the high-intermediate level of English fluency

Course Outcome Status: Active

Assessment Methods	Result	Actions
Other - Authentic language activity Success Criterion: 70%		
Presentation/Performance - oral presentation Success Criterion: 70% of students pass at a 70% rate		

SKY ESOL 872 : Pre-Intermediate ESL Grammar

No Course Outcomes to display for this PSLO

SKY ESOL 873 : Intermediate ESL Grammar

Written grammar - Compose grammatically correct sentences utilizing intermediate structures of English in writing

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Essay portion of an exam, or an essay Success Criterion: 70%		

Recognizing grammar - Recognize intermediate structures of English grammar in text and speech.

English Oral Communication - Listen effectively and consistently, produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations.

SKY ESOL 873 : Intermediate ESL Grammar

Recognizing grammar - Recognize intermediate structures of English grammar in text and speech.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Written or aural exam Success Criterion: 70%		

SKY ESOL 874 : High-Intermediate ESL Grammar

Written grammar - Compose grammatically correct sentences utilizing high-intermediate structures of English in writing

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Essay exam Success Criterion: 70%	Reporting Cycle: 2015- 2016 Result Type: Criterion met 90% passed at 70% or above (12/21/2015) Related Documents: craigief15.pdf	
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% students passed at a 70% rate (11/26/2012)	

Written grammar - Compose grammatically correct sentences utilizing high-intermediate structures of English in writing

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - Essay exam Success Criterion: 70%	Reporting Cycle: 2015- 2016 Result Type: Criterion met 90% passed at 70% or above (12/21/2015) Related Documents: craigief15.pdf	

English Oral Communication - Listen effectively and consistently, produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations.

SKY ESOL 874 : High-Intermediate ESL Grammar

Written grammar - Compose grammatically correct sentences utilizing high-intermediate structures of English in writing

Assessment Methods	Result	Actions
	Reporting Cycle: 2012 - 2013 Result Type: Criterion met Criterion met. 75% students passed at a 70% rate (11/26/2012)	

Recognizing grammar - Recognize high-intermediate structures of English grammar in text and speech.

Course Outcome Status: Active

Assessment Methods	Result	Actions
Exam - written exam Success Criterion: 70%		

SKY ESOL 875 : Advanced ESL Grammar & Editing

A. - Recognize own patterns of error and use strategies to edit own writing more effectively

Course Outcome Status: Active

Assessment Methods	Result	Actions
Essay - Use of target structures in specific writing assignments. Success Criterion: 70% passing score.	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. Final exam: 67% average score, 11 of 20 passed the final exam, 18 of 20 passed the course. (05/31/2012)	
Other - Essay and Error Log Success Criterion: 70% of students will pass at 70% or better Schedule: Fall 2015	Reporting Cycle: 2015- 2016 Result Type: Criterion met 87% of the students were able to perform this task and edit their writing more effectively at 70% or better. (11/12/2015)	

A. - Recognize own patterns of error and use strategies to edit own writing more effectively

English Oral Communication - Listen effectively and consistently, produce comprehensible spoken English in a variety of academic, personal, vocational and civic situations.

SKY ESOL 875 : Advanced ESL Grammar & Editing

Course Outcome Status: Active

<i>Assessment Methods</i>	<i>Result</i>	<i>Actions</i>
Essay - Use of target structures in specific writing assignments. Success Criterion: 70% passing score.	Reporting Cycle: 2011 - 2012 Result Type: Criterion met Criterion met. Final exam: 67% average score, 11 of 20 passed the final exam, 18 of 20 passed the course. (05/31/2012)	
Other - Essay and Error Log Success Criterion: 70% of students will pass at 70% or better Schedule: Fall 2015	Reporting Cycle: 2015- 2016 Result Type: Criterion met 87% of the students were able to perform this task and edit their writing more effectively at 70% or better. (11/12/2015)	

Spring 2016	
Saudi Arabia	1
Argentina	1
Bolivia	2
Brazil	7
Burkina Faso	1
Burma	16
China	60
Colombia	1
Ecuador	2
El Salvador	13
France	1
Guatemala	6
HONDURAS	1
India	1
Indonesia	1
IRAN	2
Iraq	1
israel	1
Japan	1
JORDAN	13
macau	1
Kuwait	3
Kyrgyzstan	1
Mexico	6
Mongolia	1
Nepal	9
Nicaragua	3
Nigeria	1
Palestine	3
Peru	4
Philippines	14
Russia	9
Saudi Arabia	6
South Korea	1
Taiwan	1
Thaialnd	1
Turkey	2
Turkmenistan	1
Ukraine	3
Unknown	13
Venezuela	1
Vietnam	4
220	

Fall 2016	
Algeria	2
Argentina	1
Armenia	1
Bolivia	1
Born El Salvador	1
Brazil	1
Burma	19
china	36
colombia	3
Costa Rica	1
Cote d'ivoire	1
Ecuador	2
El Salvador	5
FRANCE	1
Guatemala	5
Honduras	1
India	1
Iraq	5
japan	2
Jordan	5
Korea	1
Kuwait	1
macau	1
Mexican	13
Nepal	6
Nicaragua	4
Pakistan	1
palestine	1
Panama	1
PARAGUAY	1
Peru	4
Philippines	7
Russia	4
Saudi Arabia	1
Serbia	1
South Korea	3
Spain	1
Thailand	3
Ukraine	1
Viet Nam	6
Yemen	4
Unknown	4
158	

Spring 2017	
Algeria	1
Belarus	1
Bolivia	1
Burma	10
China	17
Guatemala	2
India	3
Iran	1
Iraq	3
Jordan	2
Mexico	6
nepal	8
Peru	3
philippines	4
Portugal	1
Saudi Arabia	1
Spain	1
Taiwan	1
Thailand	1
Turkey	1
Uruguay	1
Yemen	1
Unknown	1
71	

Fall 2017	
Bolivia	1
Brazil	4
Burma	14
El Salvador	5
France	1
Guatemala	4
honduras	3
india	1
Iran	2
Iraq	1
Japan	2
Jordan	3
Mexico	2
nepal	1
Nicaraguan	2
Nigeria	1
palestine	1
Peru	2
Philippines	8
Russia	1
Spain	1
Syria	1
Turkey	1
Unknown	4
Viet Nam	3
69	

Spring 2018	
Brazil	4
cabo verde	1
China	32
Colombia	2
El Salvador	8
Guatemala	3
Honduras	2
iran	1
Iraq	2
Japan	4
Jordan	2
JORDAN	2
Korea	2
Mexico	8
Burma	12
Nepal	2
Nicaragua	1
Palestine	5
Philippines	13
Saudi Arabia	1
Tunisia	1
TURKEY	2
UKRAINE	1
Uzbekistan	1
Venezuela	1
Viet Nam	2
Yemen	4
Unknown	2
121	

Total SP16-SP18		%
Algeria	3	
Argentina	2	
Armenia	1	
Belarus	1	
Bolivia	4	
Brazil	16	
Burma	71	11.30573
Cabo verde	1	
Colombia	6	
China	145	23.08917
Costa Rica	1	
Ivory Coast	1	
ecuador	4	
el salvador	31	4.936306
France	3	
Guatamala	20	3.184713
Honduras	7	
India	6	
Indonesia	1	
Iran	6	
Iraq	12	
israel	1	
Japan	9	
Jordan	13	2.070064
Korea	7	
Kuait	4	
Kyrgyzstan	1	
macau	1	
mexico	35	5.573248
mongolia	1	
Nepal	26	4.140127
Nicaragua	10	
Nigeria	2	
Nicaragua	5	
Palestine	10	
Panama	1	
Peru	13	
Philippines	46	0.073248
Russia	14	
Saudi Arabi	10	
Serbia	1	
Spain	3	
Syria	1	
Taiwan	2	
Thaialnd	5	
Turkey	6	
Tunisia	1	
Turkmenistan	1	
Ukraine	5	
Unknown	24	
Uruguay	1	
Uzbekistan	1	
Venezuela	2	
Vietnam	15	
Yemen	9	
Total SP16-SP18	628	

ESOL, COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE

Prefix & Number	Course Title	Curric-UNET Review Date (Month /Year)	Transfer		G.E.	Prerequisites, Co-requisites, and/or Recommended Preparations	Reviewed
			C S U	UC			
ESOL 400	ENGLISH COMPOSITION FOR NONNATIVE SPEAKERS	10/18/2017	YES	YES	NO	Prerequisite: ESOL 840, or appropriate skill level as indicated by ESL placement test and other measures as necessary. Recommended Preparation: ESOL 854 and ESOL 875 or equivalent	10/18/2017
ESOL 840	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES IV	10/18/2017	NO	NO	NO	Recommended Preparation: ESOL 830 or equivalent	10/18/2017
ESOL 830	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES	10/18/2017	NO	NO	NO	Recommended Preparation: ESOL 820 or equivalent	10/18/2017
ESOL 820	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES II	2/21/2018	NO	NO	NO	Recommended Preparation: Appropriate skill level as indicated by ESL placement test and other measures as necessary	2/21/2018
ESOL 854	HIGH-INTERMEDIATE ESL LISTENING AND SPEAKING	2/21/2018	NO	NO	NO	Recommended Preparation: ESOL 853 with a minimum grade of C or equivalent	2/21/2018
ESOL 853	INTERMEDIATE ESL LISTENING AND SPEAKING	2/21/2018	NO	NO	NO	Recommended Preparation: ESOL 852 with a minimum grade of C or equivalent	2/21/2018
ESOL 852	PRE-INTERMEDIATE ESL LISTENING AND SPEAKING	2/21/2018	NO	NO	NO	Recommended Preparation: Appropriate skill level as indicated by ESL placement test and other measures as necessary.	2/21/2018
ESOL 875	ADVANCED ESL GRAMMAR AND EDITING	11/15/2017	NO	NO	NO	Recommended Preparation: ESOL 840, or ESOL 874 or equivalent, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	11/15/2017
ESOL 874	HIGH-INTERMEDIATE ESL GRAMMAR	11/15/2017	NO	NO	NO	Recommended Preparation: ESOL 830, or ESOL 873 or equivalent.	11/15/2017
ESOL 873	INTERMEDIATE ESL GRAMMAR	11/15/2017	NO	NO	NO	Recommended Preparation: ESOL 872, or equivalent. and/or ESOL 820	11/15/2017
ESOL 872	PRE-INTERMEDIATE ESL GRAMMAR	11/15/2017	NO	NO	NO	Recommended Preparation: ESOL 871, or equivalent, or appropriate skill level as indicated by ESL placement test and other measures as necessary.	11/15/2017

Year	ENGL-100 TOTAL		Attempted and Passed ESOL-400 in Previous Term		Attempted ESOL-400 in Previous Term, But Did Not Pass ESOL-400		Enrolled in ESOL-400 Concurrently with ENGL-100		Did Not Enroll in ESOL-400 or Enrolled in ESOL-400 After ENGL-100	
	ENGL-100 Students	ENGL-100 Success Rate	ENGL-100 Students	ENGL-100 Success Rate	ENGL-100 Students	ENGL-100 Success Rate	ENGL-100 Students	ENGL-100 Success Rate	ENGL-100 Students	ENGL-100 Success Rate
2009-2010	1380	73.3%	74	79.7%	0		0		1306	73.0%
2010-2011	1328	71.2%	124	74.2%	2	100.0%	0		1202	70.8%
2011-2012	1304	71.7%	119	79.8%	4	100.0%	0		1181	70.8%
2012-2013	1426	71.0%	111	73.9%	6	33.3%	0		1309	70.9%
2013-2014	1528	68.3%	147	78.2%	1	0.0%	0		1380	67.3%
2014-2015	1644	69.5%	130	80.0%	3	33.3%	0		1511	68.6%
2015-2016	1518	71.7%	84	82.1%	7	71.4%	0		1427	71.1%
2016-2017	1113	68.3%	67	80.6%	4	75.0%	0		1042	67.5%
2017-2018	124	76.6%	8	87.5%	1	100.0%	0		115	75.7%
TOTAL	11365	70.7%	864	78.4%	28	64.3%	0		10473	70.1%

Report Definition	This report shows the course success rates for students in their first attempt of ENGL-100, based on their previous or concurrent enrollment in ESOL-400. Success rates in ENGL-100 are based only on a student's first attempt. Repeats and re-takes of ENGL-100 are not reflected in this report.
Attempted and Passed ESOL-400 in Previous Term	The student successfully completed (grade A, B, C, or P) the course ESOL-400 prior to their first attempt in ENGL-100. Prior course enrollment is not restricted by college; ESOL-400 may have been completed anywhere in SMCCCD.
Enrolled in ESOL-400 Concurrently with ENGL-100	The student was enrolled in ESOL-400 during the same term as their first attempt in ENGL-100. Concurrent course enrollment is not restricted by college; concurrently enrolled course may have been completed anywhere in SMCCCD.
Did Not Enroll in ESOL-400 or Enrolled in ESOL-400 After ENGL-100	The student did not pass ESOL-400 prior to their first attempt in ENGL-100 and did not take ESOL-400 and ENGL-100 concurrently. The student has never taken ESOL-400 to date *or* took ESOL-400 after taking ENGL-100.

Pace	SPRING 2017		
	Headcount	Success Rate	Withdraw Rate
ENGL-105	22	81.8%	9.1%

Overall	SPRING 2017			FALL 2016		
	Headcount	Success Rate	Withdraw Rate	Headcount	Success Rate	Withdraw Rate
ENGL-105	325	68.0%	14.8%	438	72.6%	9.8%

SPRING 2016			FALL 2015		
Headcount	Success Rate	Withdraw Rate	Headcount	Success Rate	Withdraw Rate
138	61.6%	16.7%	54	72.2%	5.6%

Pace	SPRING 2017			FALL 2016		
	Headcount	Rate	Withdraw Rate	Headcount	Rate	Rate
ESOL-400	28	82.1%	0.0%	27	77.8%	14.8%

FALL 2015			FALL 2014		
Headcount	Rate	Withdraw Rate	Headcount	Rate	Rate
22	77.3%	9.1%	26	76.9%	7.7%

Overall	SPRING 2017			FALL 2016		
	Headcount	Success Rate	Withdraw Rate	Headcount	Success Rate	Withdraw Rate
ESOL-400	123	73.2%	12.2%	111	73.9%	10.8%

SPRING 2016			FALL 2015		
Headcount	Success Rate	Withdraw Rate	Headcount	Success Rate	Withdraw Rate
104	59.6%	14.4%	99	70.7%	12.1%

SPRING 2015			FALL 2014		
Headcount	Success Rate	Withdraw Rate	Headcount	Success Rate	Withdraw Rate
80	61.3%	20.0%	109	70.6%	11.0%

SPRING 2014			FALL 2013		
Headcount	Success Rate	Withdraw Rate	Headcount	Success Rate	Withdraw Rate
102	66.7%	13.7%	132	65.9%	8.3%

SPRING 2013			FALL 2012		
Headcount	Success Rate	Withdraw Rate	Headcount	Success Rate	Withdraw Rate
126	76.2%	14.3%	89	68.5%	6.7%