



# **Program Review - Overall Report**

**2024 - 2027**

**Instructional: English as a Second Language**

## Overall Trends

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**What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?**

The ESL Discipline provides access to college courses for non-native speakers of English. Our classes offer credit and non-credit avenues for a diverse population both locally and from abroad to acquire the language skills they need to continue on to their chosen fields or degrees.

The retention rate has been consistently high. It went from 87% in 2020-2021 to 89% in 2021-2022 to 87% in 2022-2023.

The success rate was at 74% both in 2020-2021 and 2021-2022 and then declined to 70% in 2022-2023.

**Please add any relevant documents here.**

## Disaggregated Student Subgroups

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**Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?**

According to the data supplied, there is some disproportional impact seen. In general, the retention and success rates of Hispanic females are lower than the success and retention rates of both Hispanic males and females of other ethnicities. This will require some intentional support to overcome cultural barriers influencing retention and success of this group of students.

**If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?**

Student equity gaps are usually discussed in ESL Discipline meetings. Success stories and best practices are shared informally, and plans are developed based on those. Our new ESL course sequence structure that now includes mirrored non-credit courses is offering an opportunity to reduce obstacles that have traditionally been barriers to our local multilingual population in the area - expense and residence status. Also, our students will have an opportunity to repeat classes based on their needs since non-credit classes can be taken as many times as students desire. Moreover, scheduling classes as face-to-face, online, and hybrid is providing students with options to select times that are convenient for them.

**Please add any relevant documents here.**

## Expand college access by increasing enrollment in ESL classes

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### Program/Unit Goal

Increase enrollment in ESL classes

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

A new guided self-placement tool has been designed to help students enter the ESL class appropriate to their language fluency. Also, due to the implementation of AB 705, major curriculum changes have taken place in ESL and resulted in a new sequence of ESL classes that now include non-credit classes.

Michael Peterson, Executive Director of Adult Education and Community Initiatives, worked with ESL to publish postcard mailers in English and Spanish and included ESL in the booklets sent to local area residents resulting in an increase in enrollment in 2022. September enrollment report indicates that there was a 263 % increase in ESL enrollment at Norco College from Fall 21 to Fall 22 due to the targeted campaign by Mike Peterson.

### What are your plans (3-year) regarding this goal?

The ESL Discipline will continue the work of monitoring the GSP (guided self-placement) as well as monitoring enrollment/success/retention data with new curriculum as the college now offers classes in all modalities (face-to-face, online, and hybrid), continued outreach across the college to help make sure that clear/accurate information is available through the website, in placement services, and in counseling regarding ESL, both credit and non-credit.

### Please add any relevant documents here.

[Fall 2022 ESL Summary & WIOA.docx](#)

### Mapping

Educational Master Plan (2020-2025): ( )

- 2030 Goal 1: Access:

## Develop Guided Pathways

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### Program/Unit Goal

Link ESL to Guided Pathways

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

Now, that the students have the option to take credit or non-credit classes, the ESL Discipline recognizes that ESL can be more directly linked to pathways and should be part of the language equivalent in degree completion for students who are fluent in their first language and are taking ESL.

### What are your plans (3-year) regarding this goal?

It is the plan of the ESL Discipline to continue to offer classes at different times and in all modalities to provide equitable access and timely pathway completion.

### Please add any relevant documents here.

### Mapping

Educational Master Plan (2020-2025): ( )

- 2030 Goal 2: Success:

## Implement the WIOA Grant

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### Program/Unit Goal

Expand resources for ESL students

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

The district has applied and received a WIOA grant. The ESL Discipline worked with Michael Peterson, Executive Director of Adult Education and Community Initiatives, to develop grant submission and implementation. One of the major targets of this grant is to improve completion and success rates of female and male Hispanic students.

In Winter 2024, all ESL faculty completed training online and received proctor certifications for CASAS in order to qualify to conduct student assessments in their classes. Those assessments are one of the conditions of the WIOA grant.

By Spring 2024, all the textbooks used in ESL 46/846, 47/847, 48/848, 49/849, and 50/850 had been purchased for all the students and placed at the Norco College Library. In addition, access codes for online workbooks for the Pathways were purchased and distributed directly to students.

### What are your plans (3-year) regarding this goal?

The Discipline is conducting research on what additional support can be implemented for students through the WIOA grant (language development software, vocabulary support, especially related to CTE pathway courses, access to MyEnglishLab, etc.) and examining resources used at other colleges who have CTE ESL pathway courses.

**Please add any relevant documents here.**

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

## Validate Guided Self-Placement

### Program/Unit Goal

Conduct studies for the GSP validation

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

The ESL Discipline has designed a guided self-placement tool that allows students to enter ESL classes at a level appropriate for their language acquisition needs so that they are able to progress through ESL courses quickly to transfer-level English. The ESL Discipline has completed several surveys to validate the GSP through ESL and English 1A instructor faculty ratings. Student ratings have also been conducted. The last survey was completed in Fall 2023. The Discipline has been working on this task with Dr.Zhai.

In addition, the discipline has discovered the need to create a cut score for ESL 46/846 so that students with low or no language fluency can be directed to adult education to develop fundamental fluency prior to enrollment in courses at Norco College.

In summer 2021, the ESL Discipline submitted the Equitable Placement ESL Adoption Plan to the Chancellor's Office. The goal of the document was to provide explanations of the placement method, the evidence to be collected, and the reason the Discipline believed it would be effective. The plan is attached below.

### What are your plans (3-year) regarding this goal?

The Discipline needs to determine an appropriate base-level cut score for ESL 46/846, the first ESL class in the sequence. Students who enroll in ESL 46/846 should be able to communicate in basic English given that the course is taught in English. Those students who do not have the fluency to communicate in functional, basic English should be referred to Adult Education. That requires that the ESL Discipline create a floor on GSP and a referral system for students who would benefit from Adult Education prior to ESL 46/846.

**Please add any relevant documents here.**

[RCCD ESL GSP Assessment Validation 5-2-2022.docx](#)

[ESL Adoption Plan.docx](#)

### Mapping

Educational Master Plan (2020-2025): ( )

- 2030 Goal 2: Success:

**1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?**

Numerous equity-related trainings and presentations during Flex Days before the start of a new semester, Sawubona Mosaic Community Series, and Ally Training

**2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?**

There is no way to teach ESL without equity in mind. Therefore, all our instructional practices, materials, and classroom discussions have always been culturally sensitive, and their purpose is to advance equity and justice and create a safe place for all. As a result, there is open and effective communication about sensitive topics, respect, inclusion, and elimination of stereotypes.

**3. What additional equity-related professional development/trainings do you seek to better support your area?**

Any information on resources on equity would be beneficial.

**Please add any relevant documents here.**

**Are all your courses current (within four years)?**

Yes

**What percentage of your courses are out of date?**

0%

**If you have courses that are not current, are they in the curriculum process?**

**For out of date courses that are not already in progress of updating, what is your plan?**

**Do you have proposals in progress for all the DE courses you intend to file?**

**Do you require help to get your courses up to date?**

No

**Please add any relevant documents here.**

**CASAS testing**

**Date**

01/01/2024

**Observation**

**What did you notice?**

The results are not available yet.

**Course(s)**

ESL 46/846-ESL 50/850

**SLO(s)**

CASAS has their own specific criteria to measure progress.

**Discussion/Analysis**

To meet the requirements for continued funding through WIOA (Workforce and Innovation Opportunities Act), the ESL Discipline has been asked by Michael Peterson, Executive Director of Adult Education & Community Initiatives, to participate in the CASAS (Comprehensive Adult Student Assessment Systems) assessment at the beginning and the end of class. All faculty members have completed trainings to be able to be proctors.

The initial assessment was completed by ESL students in all ESL 46/846 - ESL 50/850 classes district-wide during the first few weeks of Spring 2024.

The final assessment will be done at the end of the semester. After the results are in, the Discipline will meet and discuss them.

**Please paste any relevant screenshots here.**

SPR 24 Sections						
MVC	Days	Formative Test	Form Date	Summative Test	Summ Date	Instructor
ESL-46 (Beg American College English)	M/W	623R	21-Feb	624R	22-May	Kim
ESL-47 (Low-Intrmd Am College English)	T/Th	626R	22-Feb	625R	23-May	Rader
ESL-48 (Intrm American College English)	M/W	627R	21-Feb	628R	22-May	Kim
ESL-49 (High-Intermed College English)	T/Th	629R	22-Feb	630R	23-May	Kim



Norco	Days	Formative Test	Form Date	Summative Test	Summ Date	Instructor
ESL-46 (Beg American College English)	M/W	624R	21-Feb	623R	22-May	L. Tougas
ESL-47 (Low-Intrmd Am College English)	M/W	626R	22-Feb	625R	23-May	D. Tougas
ESL-48 (Intrm American College English)	ONLINE	ONLINE	2nd Week of Classes	ONLINE	End of Term	Shirinian
ESL-49 (High-Intermed College English)	T/Th	629R	20-Feb	630R	21-May	Shirinian
ESL-50 (Adv. American College English)	T/Th	630R	22-Feb	629R	23-May	Shirinian

Please add any relevant documents here.

**ESL 46/846 assessment**

**Date**

03/20/2024

**Observation**

**What did you notice?**

More assessment projects need to be completed and analyzed to ensure accurate assessment.

**Course(s)**

ESL 46/846

**SLO(s)**

1. Write paragraphs (100-250 words or more) that summarize or respond to basic academic readings (Lexile Measure 420-820), using basic structure, integrate newly-acquired beginning academic vocabulary, demonstrate structure such as a topic sentence and support, and basic competency in the conventions of standard American English, containing disruptive errors in written and oral language but allowing for general understanding of meaning.
2. Communicate arguments and opinions at an emerging level of fluency which indicate a basic awareness of patterns and expectations of United States culture, especially in the interpersonal aspects of college, family, and work environments, by successfully responding to appropriate readings.

**Discussion/Analysis**

Overall, the SLOs were successfully demonstrated by the majority of students, as exhibited by the content and skills they implemented in this assignment. The shortcomings that demonstrated little competence or lack of attempt are duly noted and the previously mentioned considerations should be appropriately addressed to ensure improvement.

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**

[ESL 46 and 846 Assessment M. Reid Spring 2022.docx](#)

### ESL 47/847 assessment

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**Date**

03/20/2024

**Observation**

**What did you notice?**

More assessment projects need to be completed and analyzed to ensure accuracy in assessment.

**Course(s)**

ESL 47/847

**SLO(s)**

1. Write text-based paragraphs (100-300 words or more) that summarize or respond to low-intermediate readings (Lexile Measure 740-1010), use a variety of rhetorical strategies, integrate newly-acquired low-intermediate academic vocabulary, include an effective topic sentence and support, and demonstrate general competency in the conventions of standard American English, containing some disruptive errors but allowing for understanding of meaning.
2. Communicate arguments and opinions at an increasing level of fluency which indicate a growing awareness of patterns and expectations of United States culture, especially in the college and work environments, by successfully responding to appropriate readings.

**Discussion/Analysis**

Most students did well at meeting the class expectations and the SLO's.

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**

[ESL 47 and 847 Assessment A. Lee Fall 2022.docx](#)

[ESL 47 and 847 Assessment M. Shirinian Spring 2023.docx](#)

### ESL 48/848 assessment

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**Date**

03/20/2024

**Observation**

**What did you notice?**

Additional assessment work is needed to ensure accuracy.

**Course(s)**

ESL 48/848

**SLO(s)**

1. Write text-based paragraphs in a variety of rhetorical strategies and basic academic essays (250-500 words or more) that respond to intermediate level readings (Lexile Measure 925-1185), integrate newly-acquired intermediate-level academic vocabulary, include an effective topic sentence or thesis and support, and demonstrate general competency in the conventions of standard American English, possibly containing some disruptive errors but allowing for understanding of meaning.
2. Communicate arguments and opinions at an intermediate level of fluency which indicate an expanding awareness of patterns and expectations of United States culture, especially in the college environment, with attention to growing awareness of plagiarism, using resources, and integrating sources in writing and in comparison to other cultures, by successfully responding to appropriate readings.

**Discussion/Analysis**

Overall, the SLOs were successfully demonstrated by the majority of students, as shown through their appropriate demonstration of format, thesis statements, content, organization, vocabulary, grammar, and mechanics. The necessity of strengthening the skills of topic sentences and transition signals as well as sentence structure is noted and the previously mentioned considerations should be appropriately addressed in the following semester to ensure improvement in that area.

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**

[ESL 48 and 848 Assessment M. Reid Fall 2022.docx](#)

[ESL 48 and 848 Assessment M. Shirinian Fall 2023.docx](#)

### ESL 49/849 assessment

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**Date**

03/20/2024

**Observation**

**What did you notice?**

Further projects are needed to ensure accuracy of assessment.

**Course(s)**

ESL 49/849

**SLO(s)**

1. Write text-based, five paragraph essays (400-800 words or more) that respond to high-intermediate readings (Lexile Measure 1050-1335), use several rhetorical strategies, integrate newly-acquired, high-intermediate academic vocabulary, include an effective thesis and support, and demonstrate competency in the conventions of standard American English with the goal of clarity and fluency, moderately free of errors in written language.
2. At an intermediate level of fluency, communicate arguments and opinions which indicate an expanding awareness of patterns and expectations of United States culture compared to their own and how that impacts perception and social structure, by successfully responding to appropriate readings.

**Discussion/Analysis**

Recommendations for Improvement:

Based on this assessment, two changes will be implemented. First, establishing an in-class activity to ensure that students are familiar with the chapters that the test will be on is essential. This way, the evaluation will be on the ability to produce a summary rather than whether they have read the novel. Second, students will be allowed more time for the essay so that they have the time they need to produce a thesis for evaluation.

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**

[ESL 49 and 849 Assessment C. Reible Spring 2022.docx](#)

### ESL 50/850 assessment

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**Date**

03/20/2024

**Observation**

**What did you notice?**

More projects are needed to be completed to ensure accuracy of assessment.

**Course(s)**

ESL 50/850

**SLO(s)**

1. Write text-based essays (700-1,250 words or more) that respond to college-level readings (Lexile Measure 1185-1385), employ a flexible variety of rhetorical strategies, integrate newly-acquired, advanced academic vocabulary, include an effective thesis with appropriate support, and show proficiency in the conventions of standard American English that is largely free of disruptive errors in written language.
2. At an advanced level of fluency, communicate arguments and opinions about global topics with an awareness of United States culture compared to their own and other cultures and how that impacts perception and social structure, by successfully responding to appropriate readings.

### Discussion/Analysis

Students appear to generally be able to read and comprehend fairly complex cultural arguments—in this case the cultural interpretation of lies. However, when asked to write in-class, their ability to maintain structure and coherence within an essay diminishes.

There is a struggle with conventions of American English. When asked to address a complex topic, students' filters are lower because they are focusing on concepts rather than structure. This emphasizes the need for editing practice prior to English 1A. However, in order for ESL 50/850 to focus on editing strategies, students must have a basic understanding of sentence structure and the rules of grammar. For students who have this background or for those coming from ESL 49/849, a quick review followed by practice with targeted editing strategies is adequate. However, if students do not have this knowledge—either because they have not learned them in previous ESL classes or because they are near-native speakers who rely on whether something “sounds right”—this is not an effective practice. The instructor may choose to extend the review to a more substantial teaching moment or to supplement the information on Canvas to help bridge this gap.

Another consideration that comes to light with this analysis is the disparity between in-class and out-of-class writing. At this time, students' writing is automatically “fixed” in Word and Google documents, making it easy to default to correct structure without internalizing the corrections. In addition, using Grammarly, translation software, and AI for more in-depth help in producing writing is on the rise. The disciplines should be aware that any writing done outside of class may be relying heavily on these tools. Although these tools have a place in education, ESL students need to be able to produce clear language independently to boost confidence and be more functional in an English-speaking environment. Therefore, more in-class writing including drafting for out-of-class papers and topic-based quick writes that are edited for language in class need to be assigned.

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**

[ESL 50 and 850 Assessment C. Reible Spring 2023.docx](#)

### ESL 46/846 - ESL 50/850 assessments

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#### Date

03/20/2024

#### Observation

##### What did you notice?

More assessment work is needed.

#### Course(s)

ESL 46/846-ESL 50/850

#### SLO(s)

Read below

#### Discussion/Analysis

Since the implementation of our new ESL sequence in Fall 2020, the ESL Discipline district-wide has combined its efforts in completing assessment projects, sharing the results at the district-wide ESL meetings, discussing the implications, and making changes to the assignments for more successful student learning. Since we all teach the same classes and oftentimes share the same students, it seems reasonable and meaningful to approach this assessment task together. As more assessment work is done and more data is available, it would be possible to make more specific observations and draw conclusions based on assessment results. In the assessment portion of this Program Review, the assessment projects for all classes (ESL 46/846-ESL 50/850) in our new ESL sequence are provided. No data has been collected through Canvas yet, but that's the ESL Discipline's plan for the next cycle.

**Please paste any relevant screenshots here.  
Please add any relevant documents here.**

## Resources

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### Resource Year

2024 - 2027

**What resources do we already have?**

**What resources do you need?**

There are no resource requests at this time.

**\$ Amount Requested**

**Resource Type**

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

**This request for my area is Priority #:**

**Is this request**

**Faculty Professional Development Requests**

## Faculty Hiring Resource Requests



### Program Review Reflections

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**What would make program review meaningful and relevant for your unit?**

This program review is a good fit for all disciplines.

**What questions do we need to ask to understand your program plans, goals, needs?**

All the relevant questions are already included.

**What types of data do you need to support your program plans, goals, needs?**

All the necessary kinds of data are available.

**If there are any supporting documents you would like to attach, please attach them here.**

### Submission

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**All parts of my Program Review have been completed and it is ready for review.**

Yes

## RCCD ESL Guided Self-Placement (GSP) Validation

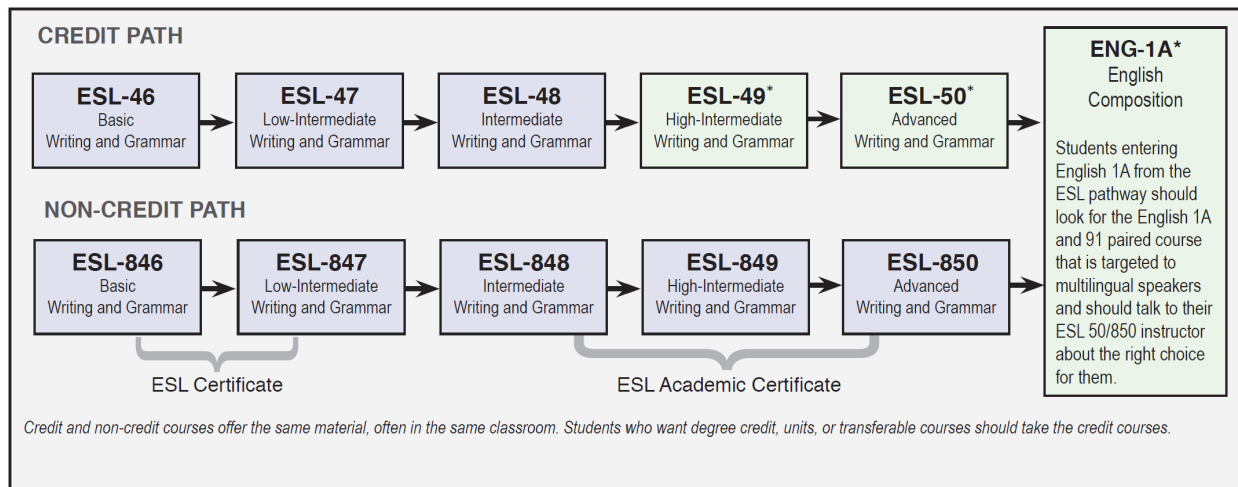
Spring 2022

As we continue to work toward fulfillment of the Vision for Success, effective implementation of Assembly Bill 705 (AB 705) is essential and remains an important priority for Riverside Community College District (RCCD). Based on California Community College Chancellor's Office (CCCCO) guidelines, RCCD began the development of ESL Guided Self-Placement (GSP) in Spring 2020 by collaboration of district-wide ESL faculty. RCCD has common curriculum across the colleges; therefore, this effort is district-wide.

The RCCD ESL program was redesigned in Fall 2020 to offer five courses in credit and noncredit pathways. New curriculum presents multiple skills in core classes (reading, writing, listening and speaking). ESL-46 or ESL-846 is the lowest level ESL course at RCCD. ESL-50 or ESL-850 is the highest-level ESL course preparing students for English-1A. The noncredit pathway offers two noncredit ESL certificates. See flow charts below:

### Moving through English as a Second Language (ESL)

Please visit the Counseling Department if you have any questions about the appropriate course(s) for you. <https://www.rcc.edu/student-support/counseling.html>



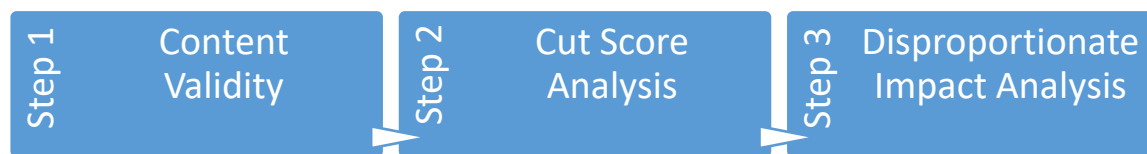
Non Degree Applicable
Transferable and Degree Applicable

\* UC/CSU Transferable  
 \*\* CSU Transferable Only

Updated March 2021

To align with the new ESL curriculum, faculty developed a new GSP in Spring 2020. This validation research documents the process of local validation of the ESL GSP at RCCD. It should be noted that this assessment instrument should be re-validated at least every five years or whenever there is a major change in the curriculum (at the discretion of the discipline faculty).

All locally developed and managed placement test validations at RCCD follow the three steps:



## 1. Content Validity

In February 2020, district-wide ESL discipline faculty created the draft GSP, containing 26 questions measuring speaking/listening, reading/vocabulary, fluency/use, and writing skills as well as study skills. ESL faculty established the initial content validity of the GSP by reviewing the test items. Faculty rated each item on the GSP based on how important the knowledge or skill being measured is for the successful acquisition of the skills that are taught. Content validity should be re-validated at least every five years or whenever there is a major change in the curriculum or whenever the discipline faculty recommend re-examining the content of the test instrument.

The research method to establish the content validity is the Lawshe (1975) method where faculty are asked to respond to the following question for each of the items:

*Is the skill (or knowledge) measured by this item*

- a) Essential*
- b) Useful but not essential*
- c) Not necessary.*

According to Lawshe (1975), any item which is perceived to be 'essential' by more than half of the faculty panelists, has some degree of content validity. The more faculty members (beyond 50%) who perceive the item as 'essential,' the greater the extent or degree of its content validity (Lawshe, 1975).

The content validity ratings on each GSP item were collected from five full-time ESL faculty, and the results are summarized in Appendix A. A meeting was scheduled to discuss the ratings in February 2020. Institutional Effectiveness (IE) Deans at the colleges and district office also participated in the discussion. Faculty discussed their ratings at the meeting and agreed to eliminate six questions, add one question on high school GPA, and put one question on hold for future consideration. The final version of the GSP contains 19 questions (Appendix B). The GSP is programmed as an online tool which students will use to find the appropriate ESL level for them. The GSP will take about 20-30 minutes. It will recommend classes from the lowest level of ESL through English-1A.

## 2. Setting Cut Scores

The initial cut scores were set by the discipline faculty utilizing the Angoff (1971) method or the modified Angoff method. To set the initial cut scores, ESL faculty assigned points to different questions and responses. They were then asked to work on their own range of cut scores for all five levels of ESL courses and English-1A. In March 2020, all ESL faculty and IE staff met and discussed the initial cut scores. After a long discussion, the faculty agreed on the following

range of cut scores for the new ESL GSP:

Setting Cut Scores for RCCD ESL GSP - Spring 2020						
Faculty	ESL-46 ESL-846	ESL-47 ESL-847	ESL-48 ESL-848	ESL-49 ESL-849	ESL-50 ESL-850	Eng-1A
1	2.00	7.50	14.00	23.75	32.25	36.00
2	3.75	8.75	15.50	24.00	33.75	37.75
3	0.25	8.25	16.00	22.50	32.75	37.25
4	5.25	11.50	18.50	27.00	33.75	38.50
5	1.25	10.25	17.00	26.50	33.75	37.00
<b>Total</b>	<b>12.50</b>	<b>46.25</b>	<b>81.00</b>	<b>123.75</b>	<b>166.25</b>	<b>186.50</b>
<b>Average</b>	<b>2.50</b>	<b>9.25</b>	<b>16.20</b>	<b>24.75</b>	<b>33.25</b>	<b>37.30</b>
<b>Score of GSP</b>	<b>&lt;9.25</b>	<b>9.25-16.24</b>	<b>16.25-24.74</b>	<b>24.75-33.24</b>	<b>33.25-37.24</b>	<b>37.25-41</b>
<i>Note: Cut scores were set by RCCD ESL faculty on 3/6/2020.</i>						

To ensure the test validity of the GSP and minimize possible biases, a field test was conducted by asking currently enrolled ESL students (Spring 2020) to take the GSP and rate it on wording, clarity, ease of use, and the appropriateness of questions. ESL faculty collected data from 34 students, all of whom gave the GSP positive ratings. Therefore, no further revisions of the GSP were made. After the RCCD GSP was put on the RCCD Extended Learning website, students were notified about the new placement tool in July 2020.

### 3. Consequential Validity

To determine whether cut scores are being set at appropriate levels, a consequential validity study was conducted in Spring and Fall 2021, using faculty rating of students' ability and students' self-ratings to measure if students are placed appropriately. The threshold for an acceptable satisfaction response rate is 75% as recommended by California Community College Chancellor's Office.

During spring 2021, summer 2021, and fall 2021. A survey was sent out to students enrolled all in ESL classes to assess their ratings of their recommended placement levels by GSP. A worksheet was also sent to all ESL faculty to rate the preparedness of their students. For each course, we computed the percent of students who are satisfied with their course placement/preparedness. The threshold for an acceptable satisfaction response rate is 75%. For each course, we also computed the percent of students judged by the instructor to be appropriately placed in the course. The threshold criterion for this index is that 75% of the students should be judged as appropriately placed. Following tables are the summary of student and faculty ratings.

Following table summarizes student ratings of their preparedness at different levels of new ESL classes. Percentages of adequately preparedness are all above 75% for all classes indicating that GSP cut scores were set appropriately based on student ratings.

Summary of Student Ratings of Preparedness

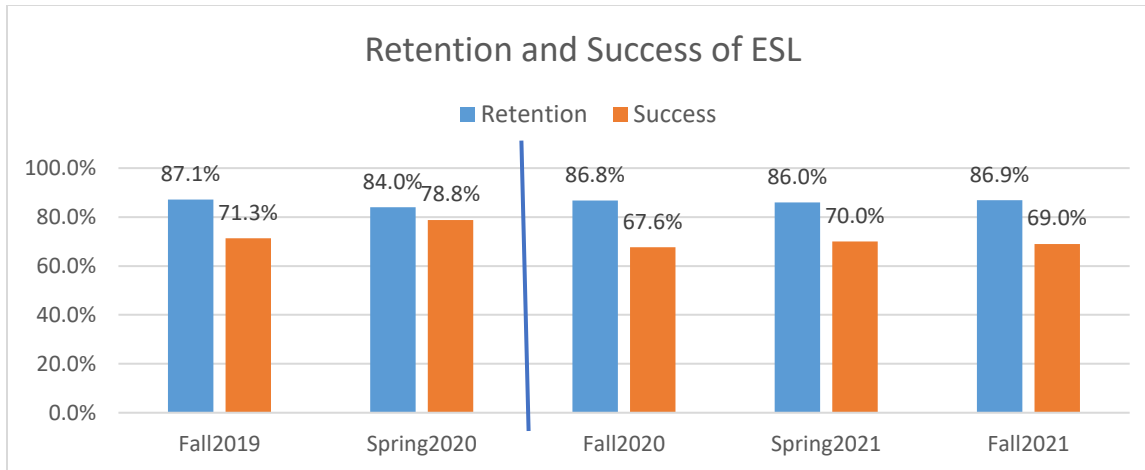
Course	Under Prepared	Adequately Prepared	Over Prepared	Total	% of Adequately Prepared
ESL-46	2	40	4	46	87.0%
ESL-47	2	35	4	41	85.4%
ESL-48	2	46	4	52	88.5%
ESL-49	0	31	0	31	100.0%
ESL-50	2	30	1	33	90.9%
ENG-1A	2	26	2	30	86.7%

However, faculty ratings reveal a different picture. See summary data below. Only ESL-50 and English-1A were rated above 75% of students were adequately prepared. More students were rated 'under prepared' by faculty indicating that students were potentially placed into a higher level class than they should be. The discrepancy of student and faculty ratings should be discussed with ESL faculty and more data may need to be collected in the future semesters to further evaluate the cut scores.

Summary of Faculty Ratings of Student Preparedness

Course	Under Prepared	Adequately prepared	Over-prepared	Total	% of Adequately Prepared
ESL-46	24	37	4	65	56.9%
ESL-47	10	37	7	54	68.5%
ESL-48	21	19	3	43	44.2%
ESL-49	14	38	3	55	69.1%
ESL-50	8	47	0	55	85.5%
English - 1A	12	49	1	62	79.0%

Success rate is defined as the percentage of students earning an A, B, C, or Pass grade out of all students enrolled in the course. Course retention is define as the percentage of students stayed in the class (regardless of grades) out of all students enrolled in the course. Course retention and success rates were compared between the old curriculum (ESL-50, ESL-51, ESL-52, ESL-53, ESL-54, ESL-55) and new curriculum (ESL-46, ESL-46, ESL-47, ESL-48, ESL-49, and ESL-50). Following chart displays the data. Fall 2019 and Spring 2020 were still the old curriculum and old placement. New curriculum and GSP were adopted since fall 2020. Data show the course retention rate remains unchanged. However, the course success rate declined by 10% in fall 2020 (vs. spring 2020) when the new curriculum/GSP were adopted. There could be multiple reasons to explain the decline. Spring 2020 was the first semester of COVID when all courses were moved to online. Therefore, spring 202 data could be an anomaly. RCCD will continue to monitor this from semester to semester.



#### 4. Disproportionate Impact Analysis

RCCD conducted a disproportionate impact (DI) analysis to examine whether results from the GSP impact certain groups of students differently than others.

The Chancellor’s Office approved method for measuring disproportionate impact is the Percentage Point Gap (PPG) method; however, colleges may use other methods as additional methodology [e.g., Proportionality Index (P.I.), 80% Index]. Because of the limitations associated with using a single DI method, combining results from PPG with PI, is a more robust approach to determining DI.

The percentage point gap approach to determining DI measures the difference in percentage points between a given demographic group’s educational outcomes and the overall average (or mean) for those outcomes across all demographic groups (Harris, 2015).

**Percentage point gap = % of all students outcome – % of subgroup outcome**

For this research, P.I. method was used to examine enrollment by ethnicity, gender, and age to identify potential DI groups. Following table summarizes course enrollment and P.I. values by courses. To compute P.I., % of course enrollment in ESL courses was compared to % in ESL student population (students enrolled in all ESL courses). P.I. values less than 0.8 indicates a potential DI group (flagged in red). Cells with less than 10 records are excluded from the analysis due to small sample size. To minimize the impact of small sample size, data from most recent two years were combined.

Based on preliminary enrollment data, there is a potential DI. in the new ESL classes in the following student groups:

- Asian students in ESL-46
- White students in ESL-48 and ESL-49
- Students between age 40-49 in ESL-48.

Ethnicity	ESL-46	ESL-46%	ESL-47	ESL-47%	ESL-48	ESL-48%	ESL-49	ESL-49%	ESL-50	ESL-50%	ESL Population	ESL Popu%	Proportionality Index (P.I.)				
													P.I. ESL-46	P.I. ESL-47	P.I. ESL-48	P.I. ESL-49	P.I. ESL-50
African American	4	2.8%	1	0.9%	2	2.0%	2	2.3%	2	2.0%	17	2.1%	1.31	0.41	0.97	1.08	0.93
Asian	27	18.6%	34	29.3%	29	29.6%	32	36.4%	31	30.4%	243	30.0%	0.62	0.98	0.99	1.21	1.01
Hispanic	74	51.0%	51	44.0%	51	52.0%	37	42.0%	48	47.1%	356	44.0%	1.16	1.00	1.18	0.96	1.07
Two or More	4	2.8%	1	0.9%	0	0.0%	1	1.1%	2	2.0%	10	1.2%	2.23	0.70	0.00	0.92	1.59
Unreported	3	2.1%	0	0.0%	2	2.0%	3	3.4%	0	0.0%	16	2.0%	1.05	0.00	1.03	1.73	0.00
White	33	22.8%	29	25.0%	14	14.3%	13	14.8%	19	18.6%	168	20.7%	1.10	1.21	0.69	0.71	0.90
Total	145	100.0%	116	100.0%	98	100.0%	88	100.0%	102	100.0%	810	100.0%	1.00	1.00	1.00	1.00	1.00
<b>Gender</b>																	
Female	93	64.1%	83	71.6%	59	60.2%	56	63.6%	62	60.8%	553	68.3%	0.94	1.05	0.88	0.93	0.89
Male	49	33.8%	33	28.4%	37	37.8%	30	34.1%	39	38.2%	242	29.9%	1.13	0.95	1.26	1.14	1.28
Unreported/Other	3	2.1%	0	0.0%	2	2.0%	2	2.3%	1	1.0%	15	1.9%	1.12	0.00	1.10	1.23	0.53
Total	145	100.0%	116	100.0%	98	100.0%	88	100.0%	102	100.0%	810	100.0%	1.00	1.00	1.00	1.00	1.00
<b>Age</b>																	
<=19	27	18.6%	20	17.2%	22	22.4%	11	12.5%	16	15.7%	112	13.8%	1.35	1.25	1.62	0.90	1.13
20-24	25	17.2%	26	22.4%	26	26.5%	25	28.4%	32	31.4%	169	20.9%	0.83	1.07	1.27	1.36	1.50
25-29	21	14.5%	7	6.0%	6	6.1%	11	12.5%	8	7.8%	79	9.8%	1.48	0.62	0.63	1.28	0.80
30-34	15	10.3%	22	19.0%	13	13.3%	8	9.1%	10	9.8%	119	14.7%	0.70	1.29	0.90	0.62	0.67
25-39	15	10.3%	7	6.0%	10	10.2%	11	12.5%	13	12.7%	93	11.5%	0.90	0.53	0.89	1.09	1.11
40-49	22	15.2%	17	14.7%	14	14.3%	16	18.2%	17	16.7%	147	18.1%	0.84	0.81	0.79	1.00	0.92
50+	20	13.8%	17	14.7%	7	7.1%	5	5.7%	6	5.9%	89	11.0%	1.26	1.33	0.65	0.52	0.54
Unreported/Other	0	0.0%	0	0.0%	0	0.0%	1	1.1%	0	0.0%	2	0.2%	0.00	0.00	0.00	4.60	0.00
Total	145	100.0%	116	100.0%	98	100.0%	88	100.0%	102	100.0%	810	100.0%	1.00	1.00	1.00	1.00	1.00

Note 1: Cells with less than 10 will be considered small sample size and P.I. will not be flagged.

Note 2: Data are based on ESL enrollment during 2020-21 and 2021-22 as of May 3, 2022.

Note 3: P.I. less than 0.8 indicates D.I. group and is flagged with red.

P.I. and PPG methods were used to examine the DI among different groups in their course success in ESL-46, ESL-47, ESL-48, ESL-49, and ESL-50. Due to small sample size in some demographic groups, the combined districtwide ESL-46 to ESL-50 course success data is examined.

There is a potential for disproportionate impact (DI) on students based on their gender, ethnicity, age, first generation and disability. Due to small sample size, data will not be disaggregated by college at this time. If disproportionately impacted groups are identified, the colleges should develop initiatives that focus on these subgroups to mitigate the impact. The DI analysis is conducted based on Fall 2020, Spring 2021, and Fall 2021 data. Following are summary tables of DI analyses. When there is a DI identified, data is flagged with red a circle (PPG flag and PI flag).

Based on preliminary data, there is a potential DI impact in student success in the new ESL classes in the following student groups:

- Hispanic females
- Males
- Students under age 19 (especially males)
- Students between age 20-24 (especially males)
- Students with disabilities

**Ethnicity**

Race/Ethnicity	Enrol	Retained	Retention Rate	Success	Success Rate	PPG-1	PPG Error	PI	PPG Flag	PI Flag	Close Equity N
African-American	11	9	81.8%	8	72.7%	4.0%	-26.32%	106%			
Female	6	6	100.0%	-	-	-	-	-			-
Male	5	3	60.0%	-	-	-	-	-			-
Asian	153	136	88.9%	118	77.1%	11.5%	-6.66%	112%			
Female	77	70	90.9%	65	84.4%	18.1%	-8.10%	123%			
Male	75	65	86.7%	53	70.7%	2.1%	-10.30%	103%			
Unreported/ Other	1	1	100.0%	*	*	*	*	*			*
Hispanic	261	217	83.1%	165	63.2%	-10.7%	-5.85%	92%	⊗		29
Female	182	157	86.3%	122	67.0%	-2.7%	-6.83%	97%			5
Male	76	57	75.0%	41	53.9%	-17.3%	-11.21%	78%	⊗	⊗	14
Unreported/ Other	3	3	100.0%	-	-	-	-	-			-
Two or More	8	8	100.0%	-	-	-	-	-			-
Female	6	6	100.0%	-	-	-	-	-			-
Male	2	2	100.0%	-	-	-	-	-			-
Unreported	8	7	87.5%	-	-	-	-	-			-
Female	4	4	100.0%	-	-	-	-	-			-
Male	1	0	0.0%	*	*	*	*	*			*
Unreported/ Other	3	3	100.0%	-	-	-	-	-			-
White	108	98	90.7%	75	69.4%	0.7%	-8.69%	101%			
Female	78	70	89.7%	54	69.2%	0.4%	-10.24%	101%			
Male	29	27	93.1%	21	72.4%	3.8%	-16.27%	105%			
Unreported/ Other	1	1	100.0%	*	*	*	*	*			*
<b>Total</b>	<b>549</b>	<b>475</b>	<b>86.5%</b>	<b>378</b>	<b>68.9%</b>	<b>68.9%</b>	<b>-3.87%</b>	<b>100%</b>			

**Gender**

Gender	Enrol	Retained	Retention Rate	Success	Success Rate	PPG-1	PPG Error	PI	PPG Flag	PI Flag	Close Equity N
Female	353	313	88.7%	256	72.5%	10.3%	-4.66%	105%			
Male	188	154	81.9%	117	62.2%	-10.1%	-6.93%	90%	⊗		19
Unreported/ Other	8	8	100.0%	-	-	-	-	-			-
<b>Total</b>	<b>549</b>	<b>475</b>	<b>86.5%</b>	<b>378</b>	<b>68.9%</b>	<b>68.9%</b>	<b>-3.87%</b>	<b>100%</b>			

**DSPS**

DSPS	Enrol	Retained	Retention Rate	Success	Success Rate	PPG-1	PPG Error	PI	PPG Flag	PI Flag	Close Equity N
No	534	463	86.7%	369	69.1%	9.1%	-3.92%	100%			
Female	343	305	88.9%	250	72.9%	10.8%	-4.70%	106%			
Male	183	150	82.0%	114	62.3%	-9.8%	-7.02%	90%	⊗		18
Unreported/ Other	8	8	100.0%	-	-	-	-	-			-
Yes	15	12	80.0%	9	60.0%	-9.1%	-24.79%	87%		⊗	2
Female	10	8	80.0%	-	-	-	-	-			-
Male	5	4	80.0%	-	-	-	-	-			-
<b>Total</b>	<b>549</b>	<b>475</b>	<b>86.5%</b>	<b>378</b>	<b>68.9%</b>	<b>68.9%</b>	<b>-3.87%</b>	<b>100%</b>			



Age

Age Group	Enrol	Retained	Retention Rate	Success	Success Rate	PPG-1	PPG Error	PI	PPG Flag	PI Flag	Close Equity N
<=19	96	82	85.4%	58	60.4%	-10.2%	-9.78%	88%	⊗	⊗	10
Female	50	43	86.0%	31	62.0%	-7.5%	-13.45%	90%			4
Male	45	38	84.4%	26	57.8%	-12.1%	-14.43%	84%		⊗	6
Unreported/ Other	1	1	100.0%	*	*	*	*	*			*
20-24	134	108	80.6%	82	61.2%	-10.1%	-8.25%	89%	⊗	⊗	14
Female	69	59	85.5%	50	72.5%	4.1%	-10.54%	105%			
Male	65	49	75.4%	32	49.2%	-22.3%	-12.15%	72%	⊗	⊗	15
25-29	53	45	84.9%	39	73.6%	5.2%	-11.87%	107%			
Female	38	33	86.8%	28	73.7%	5.2%	-14.00%	107%			
Male	15	12	80.0%	11	73.3%	4.6%	-22.38%	107%			
30-34	68	59	86.8%	52	76.5%	8.7%	-10.08%	111%			
Female	50	46	92.0%	41	82.0%	14.5%	-10.65%	119%			
Male	17	12	70.6%	11	64.7%	-4.3%	-22.72%	94%			1
Unreported/ Other	1	1	100.0%	*	*	*	*	*			*
35-39	56	49	87.5%	38	67.9%	-1.1%	-12.23%	99%			1
Female	43	37	86.0%	29	67.4%	-1.5%	-14.01%	98%			1
Male	12	11	91.7%	9	75.0%	6.3%	-24.50%	109%			
Unreported/ Other	1	1	100.0%	*	*	*	*	*			*
40-49	86	82	95.3%	67	77.9%	10.7%	-8.77%	113%			
Female	58	55	94.8%	44	75.9%	7.8%	-11.01%	110%			
Male	24	23	95.8%	20	83.3%	15.1%	-14.91%	121%			
Unreported/ Other	4	4	100.0%	-	-	-	-	-			-
50+	55	49	89.1%	41	74.5%	6.3%	-11.51%	108%			
Female	45	40	88.9%	33	73.3%	4.9%	-12.92%	107%			
Male	10	9	90.0%	-	-	-	-	-			-
Unreported	1	1	100.0%	*	*	*	*	*			*
Unreported/ Other	1	1	100.0%	*	*	*	*	*			*
<b>Total</b>	<b>549</b>	<b>475</b>	<b>86.5%</b>	<b>378</b>	<b>68.9%</b>	<b>68.9%</b>	<b>-3.87%</b>	<b>100%</b>			

First Generation

First Generation Col	Enrol	Retained	Retention Rate	Success	Success Rate	PPG-1	PPG Error	PI	PPG Flag	PI Flag	Close Equity N
No	115	98	85.2%	86	74.8%	7.5%	-7.94%	109%			
Female	80	71	88.8%	63	78.8%	11.6%	-8.96%	114%			
Male	35	27	77.1%	23	65.7%	-3.4%	-15.73%	95%			2
Unreported	262	225	85.9%	175	66.8%	-3.9%	-5.70%	97%			11
Female	162	140	86.4%	114	70.4%	2.2%	-7.03%	102%			
Male	94	79	84.0%	57	60.6%	-9.9%	-9.88%	88%	⊗	⊗	10
Unreported/ Other	6	6	100.0%	-	-	-	-	-			-
Yes	172	152	88.4%	117	68.0%	-1.2%	-6.97%	99%			3
Female	111	102	91.9%	79	71.2%	2.9%	-8.43%	103%			
Male	59	48	81.4%	37	62.7%	-6.9%	-12.34%	91%			5
Unreported/ Other	2	2	100.0%	-	-	-	-	-			-
<b>Total</b>	<b>549</b>	<b>475</b>	<b>86.5%</b>	<b>378</b>	<b>68.9%</b>	<b>68.9%</b>	<b>-3.87%</b>	<b>100%</b>			

## 5. Summary of Conclusions

As part of the implementation of AB 705, the RCCD ESL program was redesigned in Fall 2020 to offer five courses in credit and noncredit pathways. New curriculum presents multiple skills in core classes (reading, writing, listening and speaking). ESL-46 or ESL-846 is the lowest level ESL course at RCCD. ESL-50 or ESL-850 is the highest-level ESL course preparing students for English-1A.

In spring 2020, district-wide ESL discipline faculty created the draft GSP (Guided Self Placement), containing questions measuring speaking/listening, reading/vocabulary, fluency/use, and writing skills as well as study skills. The research method to establish the content validity is the Lawshe (1975) method where faculty are asked to respond to rate each of the items. The final GSP contains 19 questions.

The initial cut scores were set by the discipline faculty utilizing the modified Angoff (1971) method. To set the initial cut scores, ESL faculty assigned points to different questions and responses. After a long discussion, the faculty agreed on the range of cut scores for each of the new ESL courses.

To determine whether cut scores are being set at appropriate levels, a consequential validity study is being conducted in spring 2021 and fall 2021, using faculty rating of students' ability and students' self-ratings to measure if students are placed appropriately. The threshold for an acceptable satisfaction response rate is 75% as recommended by California Community College Chancellor's Office. Data reveal discrepancy of student and faculty ratings. Students felt that their preparedness in each class is adequate and they were placed correctly by the new GSP. However, faculty ratings of student preparedness fell below 75% for ESL 46, 47, 48, and 49 indicating that students might be placed too high. To confirm or adjust the cut scores, more data may need to be collected.

RCCD conducted a disproportionate impact (DI) analysis to examine whether results from the GSP impact certain groups of students differently than others. Based on preliminary enrollment data, there is a potential DI in the new ESL classes for the following student groups:

- Asian students in ESL-46
- White students in ESL-48 and ESL-49
- Students between age 40-49 in ESL-48.

Based on preliminary data, there is a potential DI impact in student success in the new ESL classes for the following student groups:

- Hispanic females
- Males
- Students under age 19 (especially males)
- Students between age 20-24 (especially males)
- Students with disabilities

RCCD will continue to monitor DI data to make sure equity gaps are appropriately addressed.

Appendix A

Content Validity of ESL Self-Guided Placement - RCCD

Please rate the items on the SGP to see if they are essential to measure the skills specified:

Item	Measured Skills	Essential	Useful but not essential	Not necessary	Keep or not?	Points
#1	ESL or English	11111			YES -revised	0-1
#2	<del>ESL or English</del>	<del>11111</del>			NO	No points
#3	<del>ESL or English</del>	<del>111</del>	<del>1</del>	<del>1</del>	NO	No points
#4	Credit or Non-credit	1111	1		YES	No points
#5	Speak/listening	1111	1		YES	0.25 to 1
#6	Speak/listening	1111	1		YES	0.25 to 1
#7	Writing	11111			YES	0.25 to 1
#8	<del>Reading/Vocab</del>	<del>111</del>	<del>11</del>		NO	0.25 to 1
#9	<del>Writing</del>	<del>11</del>	<del>111</del>		NO	0.25 to 1
#10	Writing	1111	1		YES with changes	0.25 to 1
#11	Writing	1111	1		YES	0.25 to 1
#12	<del>Study skills</del>	<del>1</del>	<del>111</del>	<del>1</del>	NO	0.25 to 1
#13	<del>Study skills</del>	<del>1</del>	<del>111</del>	<del>1</del>	NO	0.25 to 1
#14	Reading for ESL 46	11111			YES	0 to 3
#15	Reading for ESL 47	11111			YES	0 to 3
#16	Reading for ESL 48	11111			YES	0 to 3
#17	Reading for ESL 49	11111			YES	0 to 3
#18	Reading for ESL 50	11111			YES	0 to 3
#19	Reading for English 1A	11111			YES	0 to 3
#20	Writing for ESL 46	11111			YES	0 to 3
#21	Writing for ESL 47	11111			YES	0 to 3
#22	Writing for ESL 48	11111			YES	0 to 3
#23	Writing for ESL 49	11111			YES	0 to 3
#24	Writing for ESL 50	11111			YES	0 to 3
#25	Writing for English 1A	11111			YES	0 to 3
#26	TOEFL/IBTS score		1111	1	explore	explore

Reference: Lawshe, C.H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28, 563–575. doi:10.1111/j.1744-6570.1975.tb01393.x

## **Appendix B: RCCD GSP Instrumentation**

[RCCD Guided Self-Placement Tool](#)

## **Appendix C: Student Communication**

[Email to students July 2020](#)

### **References**

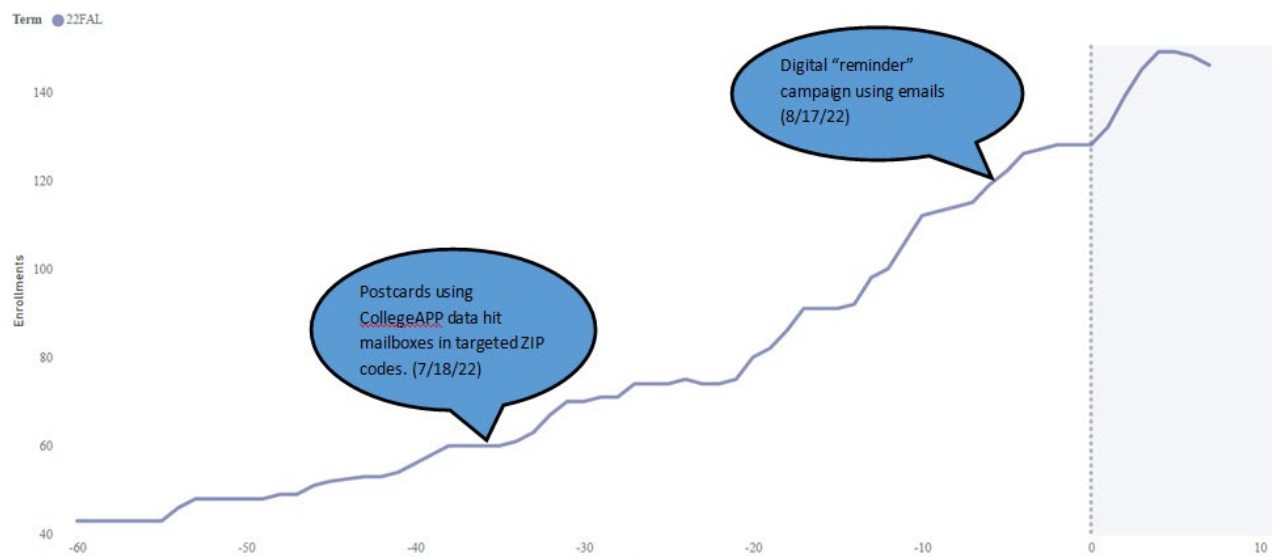
- Angoff, W.H. Scales, norms, and equivalent scores. In: Thorndike, RL., editor. Educational Measurement. 2nd. Washington, DC: American Council on Education; 1971. p. 508-600.
- Harris, B. (2015). *2015-16 student equity plan template*. California Community College Chancellor's Office.
- Lawshe, C.H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28, 563–575. doi:10.1111/j.1744-6570.1975.tb01393.x

# ESL FALL ENROLLMENT SUMMARY & WIOA FUNDING OPPORTUNITY

## Brief Overview of Marketing Campaign

**i** CollegeAPP Targeted Campaign Outperformed Standard Mailing Campaign.

- Bilingual Postcard using CollegeAPP Data
  - Began hitting mailboxes on July 18<sup>th</sup>, 2022
- Bilingual Digital “Reminder” Campaign using CollegeAPP Email Data
  - Delivered August 17<sup>th</sup>, 2022
- Enrollment Trend Over Life of the Campaign:



## Noncredit Fall Enrollment in ESL Classes (Targeted with CollegeAPP data)

**i** Enrollment for CollegeAPP Targeted Campaign Courses Outperformed General Noncredit Enrollment Trends, Even Though These Too Were Exceptional...

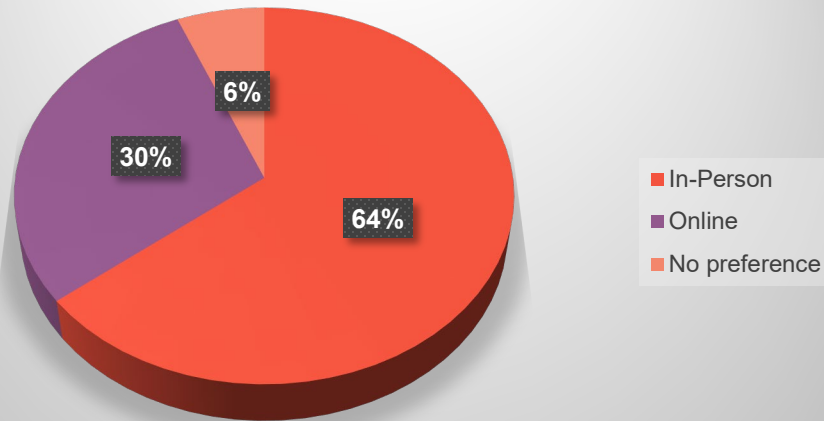
- Sept 7<sup>th</sup> Enrollment Report for ESL Classes Marketed Using a Targeted CollegeAPP Campaign. (Classes Started 8/22/22)
  - **267%** increase in enrollment from Fall 2020
    - **MVC: No 2020 data available**
    - **NC: 314% increase**
    - **RCC: 104% increase**
  - **379%** increase in enrollment from Fall 2021
    - **MVC: 273% increase**
    - **NC: 263% increase**
    - **RCC: 883% increase**

- Sept 7<sup>th</sup> Enrollment Report for All Noncredit, Including ESL Classes:
  - 153% Increase in enrollment from Fall 2020
  - 213% Increase in enrollment from Fall 2021

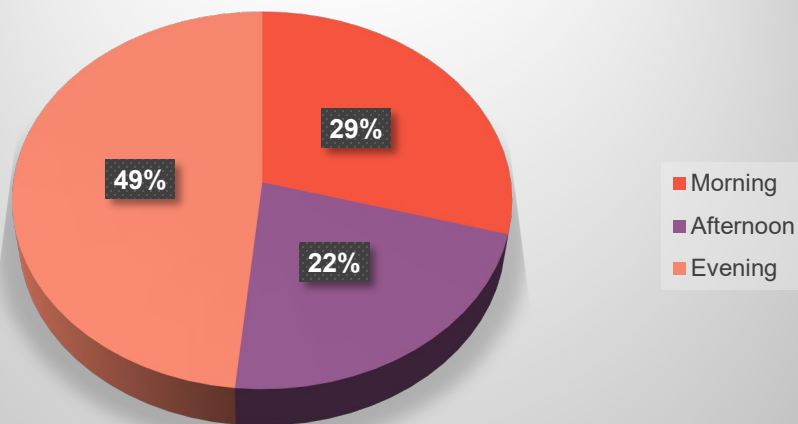
## Survey Results

**i** Results from survey from ESL Postcard

### Modality Preferences: ESL

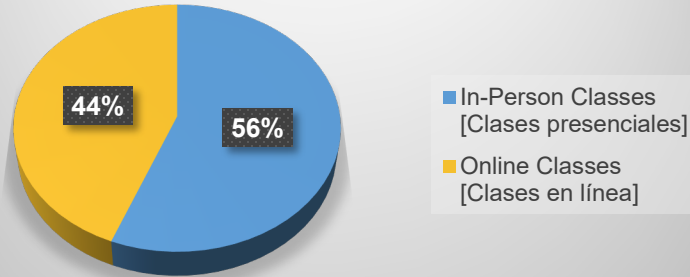


### Preferred Time of Day: ESL

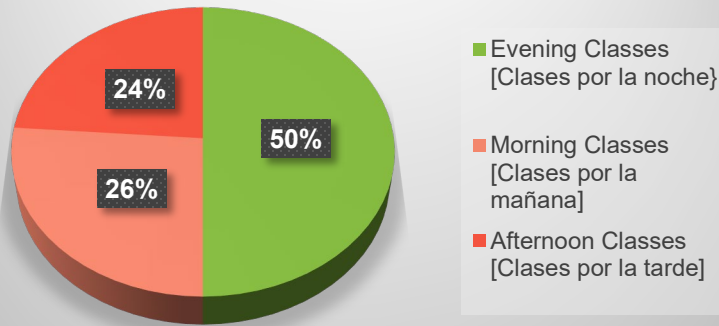


## Moreno Valley College

### Moreno Valley College: Modality Preferences

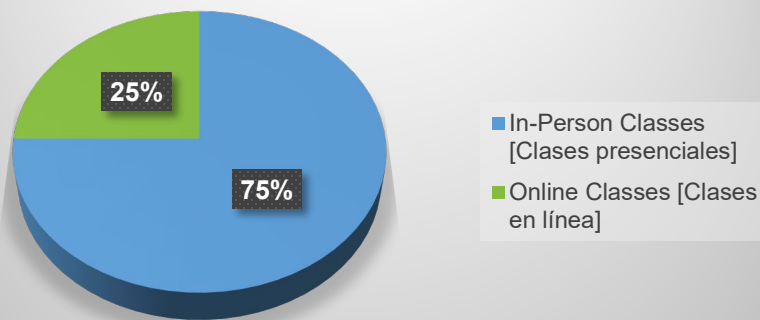


### Moreno Valley College: Time of Day Preferences

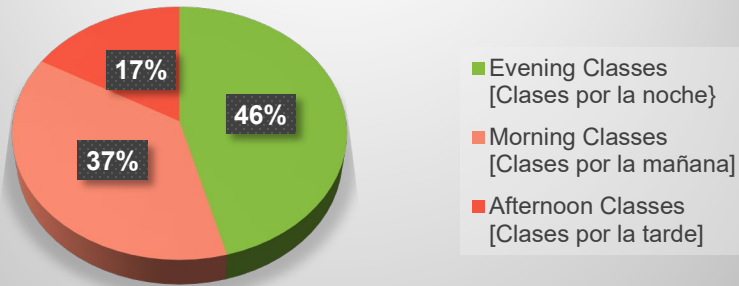


## Norco College

### Norco College: Modality Preferences

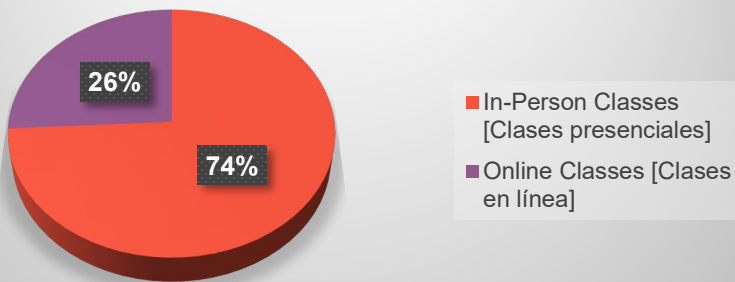


## Norco College: Time of Day Preferences

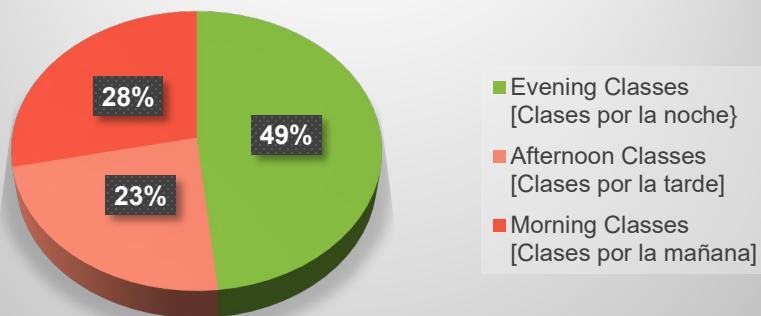


## Riverside City College

### Riverside City College: Modality Preferences

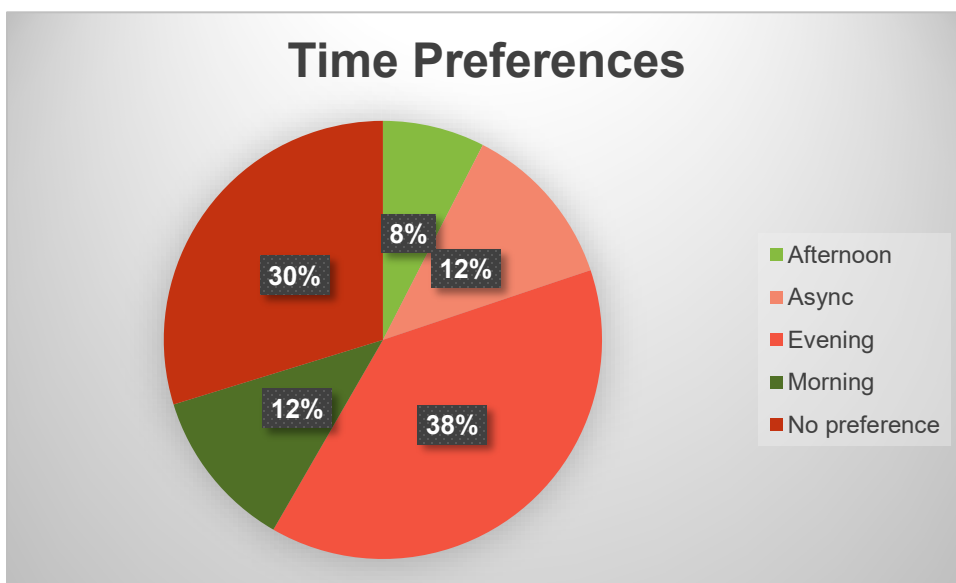
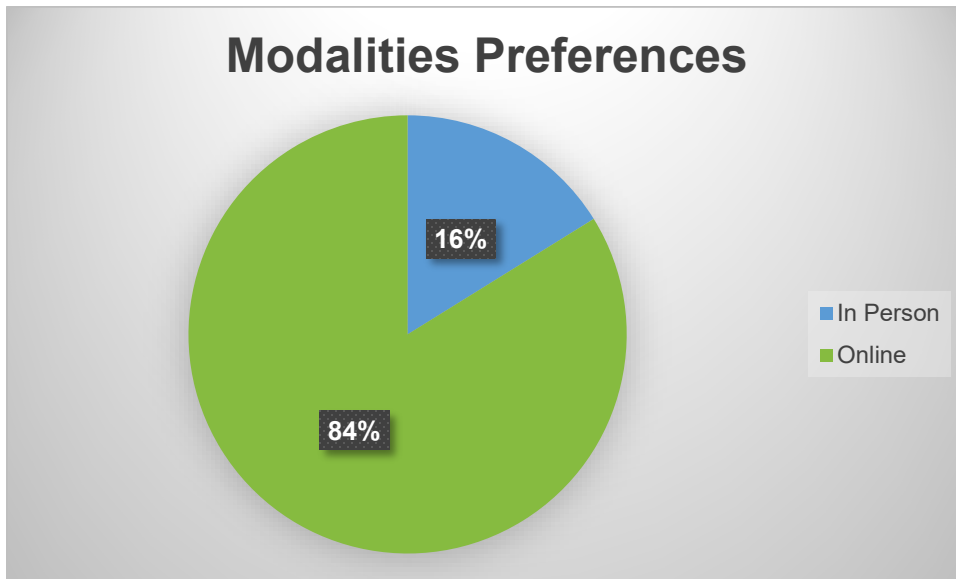


### Riverside City College: Time of Day Preferences





## General Noncredit Responses (All Noncredit, Including ESL)



## WIOA Funding

**i** We have an opportunity to apply for WIOA funding which is on a 3-year cycle.

- Submission of Applicant Eligibility Information Due Sept 30<sup>th</sup>
- Application Opens for Eligible Providers - November 10<sup>th</sup>
- Final Submission Date for Application - December 15<sup>th</sup>
- What it pays for:
  - Expend 95% of grant award for instructional and support activities (salaries, textbooks, technology, childcare, transportation). 5% Administrative Costs.

- Funds can be used to hire staff (not instructional), professional development, textbooks for students, software, advertising, etc.
- Program Areas: Adult Basic Education (1<sup>st</sup> – 8<sup>th</sup> Grade, largely literacy), Adult Secondary Education (High School Equivalency), **English Language Acquisition**, Civics (Citizenship), Integrated English Literacy and Civics Education\*
  - **Currently our only qualifying program is ESL.**
  - Integrated Education & Training (IET): ESL + CTE
  - We could develop courses like ESP for Auto Tech, or other ESL -> CTE pathways.
- Requirements:
  - Monthly Attendance Hours for Each Student
  - Approved pre-test and post-test (CASAS). (We could hire staff to take care of this, but it would be required for every student)
  - Survey: Employment rate (Q2 & Q4), Median Earnings, Credential Rate, Measurable Skills Gain.
  - Data & Accountability Trainings
  - 25% Annual Match of Grant Award, which can include any state or non-federal dollars used to provide adult education and literacy activities, which we already have thanks to CAEP.
- We can apply as a consortium because our institutions all reside within the boundaries of one of the 71 regional community college district service areas established under CAEP.

## ESL 50/850 Assessment Project

The ESL 50/850 assessment project for Spring 2023 is based on the in-class written final exam. The exam asked students to read a one-and-a-half page excerpt from “Where the Truth Lies across Cultures” by Carol Kinsely Gorman published in *Forbes Magazine*. The Lexile level of the reading, which is between 1,000-1070L, is slightly below the standard of the SLO because students were required to complete the reading in the classroom and without access to digital dictionaries. Paper dictionaries were provided as needed. Students had two-and-a-half hours to read the article and write an essay responding to the prompt. The topic of the prompt was “lies,” which students had previously been exposed for an out-of-class essay. The following is a list of material they had been watched or read prior to the exam:

- “Where the Truth Lies Across Cultures” by Carol Kinsey Goman
- “The Future of Lying” Jeff Hancock (TedTalk)
- “Learning to Lie” (video from Text)
- “Ethical Dilemma: Would You Lie?” by Sarah Stroud (YouTube)
- The Truth about Lying” by Judith Viorst
- “12 Cognitive Biases Explained”

Students had to refer to at least two of the sources but were not expected to quote from them. A total of seven students took the final exam. The A-F ratings correspond to the definitions in the rubric attached.

### Respond to college-level reading (Lexile Measure 1185-1385)—SLO 1

Students’ responses indicated a generally clear understanding of the reading or better in some cases. Although the reading was slightly lower Lexile level than outside of class readings, this still indicates that all but two of the students understood the key ideas of the text.

A	B	C	D	F
1	2	2	1	1
14%	29%	29%	14%	14%

### Integrate advanced academic vocabulary—SLO 1

The majority of students were able to integrate vocabulary into their essay. Although the some of the vocabulary had been presented in prior assignments, they were able to choose the correct word form accurately.

A	B	C	D	F
1	2	3	1	0
14%	29%	43%	14%	0%

**Thesis/ structure within a text-based essay (700+ words) —SLO 1**

The majority of students were able to provide a thesis statement, but their body paragraphs lacked clear topic sentences as they developed their arguments. Students were able to write an average of two-and-a-half pages.

A	B	C	D	F
1	1	1	3	1
14%	14%	14%	43%	14%

**Support uses a flexible variety of rhetorical strategies. —SLO 1**

The majority of students were able to provide evidence that addressed the topic with adequate details. Many of them used the reading and the other sources provide respond to or support their argument. They compared different cultures and attitudes toward culture and attitudes about lying, provided definitions, and gave examples.

A	B	C	D	F
0	3	3	1	0
0%	43%	43%	14%	0%

**Conventions of standard American English—SLO 1**

The class was sharply divided between those who could use conventions of standard American English effectively and those who struggled with grammatical rules and sentence structure.

Typical errors include the following: missing subjects, article errors, subject-verb agreement, misspellings, mixed structure errors resulting in fragments or run-on sentences, verb tense errors, and comma use. When students wrote outside of class, the automatic correction tools erased some of these errors, making the writing much easier to read.

A	B	C	D	F
1	3	0	3	0
14%	43%	0%	43%	0%

**Express opinions that reflect awareness of other cultures—SLO 2**

The majority of students, 86%, demonstrated a general to insightful awareness of other cultures and how cultural miscommunications may be interrupted as lies. Only one student did not express this understanding in writing, but that was probably because the student was in a class that was too advanced and struggled with the writing and reading rather than the cultural awareness.

A	B	C	D	F
2	3	1	1	0
29%	43%	14%	14%	0%

Conclusion:

Students appear to generally be able to read and comprehend fairly complex cultural arguments—in this case the cultural interpretation of lies. However, when asked to write in-class, their ability to maintain structure and coherence within an essay diminishes. In comparison to English 1A students, however, I do not see this as unusual or an obstacle to passing English 1A.

However, the struggle with conventions of American English may be a different case. Although the meaning is still discernable and the errors do not completely obscure meaning, they

do distract from and confusing meaning. When asked to address a complex topic, students' filters lower because they are focusing on concepts rather than structure. This emphasizes the need for editing practice prior to English 1A. However, in order for ESL 50/850 to focus on editing strategies, students must have a basic understanding of sentence structure and the rules of grammar. For students who have this background or for those coming from ESL 49/849, a quick review followed by practice with targeted editing strategies is adequate. However, if students do not have this knowledge--either because they have not learned them in previous ESL classes or because they are near-native speakers who rely on whether something "sounds right"-- this is not an effective practice. The instructor may choose to extend the review to a more substantial teaching moment or to supplement the information on Canvas to help bridge this gap. Another consideration that comes to light with this analysis is the disparity between in-class and out-of-class writing. At this time, students' writing is automatically "fixed" in Word and Google documents, making it easy to default to correct structure without internalizing the corrections. In addition, using Grammarly, translation software, and AI for more in-depth help in producing writing is on the rise. The disciplines should be aware that any writing done outside of class may be relying heavily on these tools. Although these tools have a place in education, ESL students need to be able to produce clear language independently to boost confidence and be more functional in an English-speaking environment. Therefore, in Fall 2023, I am moving to more in-class writing including drafting for out-of-class papers and topic-based quick writes that are edited for language in class.

### ESL 50 Final Exam Rubric and SLO Assessment

	<b>Respond to college-level reading (Lexile Measure 1185-1385)—SLO 1</b>	<b>Integrate advanced academic vocabulary—SLO 1</b>	<b>Thesis/ structure within a text-based essay (700+ words) —SLO 1</b>	<b>Support uses a flexible variety of rhetorical strategies.—SLO 1</b>	<b>Conventions of standard American English—SLO 1</b>	<b>Express opinions that reflect awareness of other cultures—SLO 2</b>
<b>A</b>	In-depth understanding of the text and effective integration into the essay.	Exceptional vocabulary range, accuracy and effective word choice.	Clear, appropriate thesis & topic sentences showing strong unity.	Consistent evidence with originality and depth of ideas; unified support; sufficient detail that is valid and specific.	Free of disruptive errors; effective sentence structure and variety.	Insightful awareness of cultures and complexity of topic.
<b>B</b>	Clear understanding of the text and effective integration into the essay.	Good vocabulary range and accuracy of use.	Clear, appropriate thesis & topic sentences.	Ideas supported sufficiently; support is sound, valid; and logical.	Largely free of disruptive errors; generally effective sentence structure and variety.	Awareness of cultures and complexity of topic.
<b>C</b>	Generally clear understanding of the text and integration into the essay.	Adequate vocabulary range with mostly accurate use.	Generally, clear, appropriate thesis & topic sentences.	Main ideas are indirectly supported; support isn't sufficient or specific, but is loosely relevant to main points.	Some disruptive errors; generally effective sentence structure with some errors or lack of variety.	General awareness of cultures and complexity of topic.
<b>D</b>	Disconnected or unclear understanding of the text.	Limited vocabulary range, errors of use, while evident, do not interfere with readability.	Weak or vague thesis & topic sentences or not reflecting the assignment	Insufficient or non-specific support or support not related to main points.	Errors interfere with flow and meaning; ineffective sentence structure with errors that interfere with meaning; little or no sentence variety.	Lack of awareness of cultures and complexity of topic.
<b>F</b>	Disconnected or unclear understanding of the text or text is not mentioned.	Limited vocabulary range, inaccurate use which interferes with readability.	Weak, vague or missing thesis & topic sentences not reflecting the assignment,	Lack of support for main ideas, frequent or illogical generalizations without support.	Errors obscure meaning; ineffective sentence structure with errors that interfere with meaning; little or no sentence variety.	Lack of awareness of cultures and complexity of topic.

Excerpt from

# Where the Truth Lies Across Cultures

**Carol Kinsey Goman**

Published in *Forbes Magazine* Aug 6, 2013

<https://www.forbes.com/sites/carolkinseygoman/2013/08/06/where-the-truth-lies-across-cultures/?sh=75c9104512ac>

Stuart Friedman is the CEO of [Global Context](#), a company that specializes in helping clients improve performance by understanding how world cultures affect verbal and non-verbal communications. The following is part of an interview of Friedman.

**Carol:** My interest is in how businesspeople in the U.S. mistakenly think someone is lying because of cultural differences. You gave me so many to choose from, but my favorites were your stories about U.S. business dealings in Canada, Brazil, South Korea, Japan, and Finland.

**Stuart:** These are some of my favorite, as well. Let's start with Canada, where cultural differences can hide in plain sight.

*"What do you mean he's angry? The entire hour we were together he was calm and relaxed. We discussed his concerns and came up with a plan to get things back on track. But he never sounded the least bit angry. Why didn't he tell me the truth?"*

They look the same, talk the same, and sometimes even sound the same. It's only natural an American would think a Canadian would act the same, but there *are* differences. For example, Canadians remain calm and reserved in difficult situations. That leads the American to wrongly assume how the Canadian really feels. So when the American learns the Canadian was actually angry, the American makes his second wrong assumption; he concludes the Canadian was intentionally hiding his feelings.

**Carol:** I love that example because I've also observed that although there are universal expressions (joy, sadness, anger, fear, disgust, contempt), the display of those emotions – especially in business dealings – varies greatly by culture. In some countries, emotion is hidden for social harmony, which is important. In Japan, for instance, I've even heard that "yes" doesn't necessarily mean "yes." Is that true?

**Stuart:** Well, yes. Maintaining social harmony ("wa") is so ingrained in the Japanese culture, that the Japanese go to great lengths to use indirect language that allows everyone involved to save-face and avoid direct verbal confrontation. They value diplomacy over literal truth.

*"The last time we met in Tokyo they told us it would be difficult, but they didn't say no. So we went through the entire proposal again, addressed every concern, and gave some additional concessions. They thanked us, said they were pleased with what we*

*gave them, and they would let us know. So how could we have lost the deal? Why did they lead us on like that? What a waste of time.”*

When the Japanese need to reply in the negative—whether it’s to refuse, decline, disagree, or just say ‘no’—it is subtle and nuanced. Fortunately (actually, more like intentionally, and by design), the Japanese have a small collection of non-verbal cues they use. For example, if someone tilts their head while sucking air in between their teeth, this is their way of signaling that they have something difficult they want you to know, but they can’t come right out and say it. No matter what they say next, it’s not what they really mean. It’s worse. It might even mean ‘no’. In short, what seemed like a very straightforward comment is anything but, and gets completely misunderstood. Unaware of these cues, the American remains optimistic and has no idea the business has been lost. Eventually he finds out the truth and feels betrayed.

Indeed, the Japanese have made subtext, verbal insinuation, and non-verbal cues into an art form. Even the most innocuous phrases, such as, “*We understand your position, and will give it further consideration*”, “*We will discuss with our director, and then let you know*” or “*I am so sorry, but he is not available and has asked to reschedule*” can be very deceiving to the uninitiated.

As Stuart’s examples illustrate, it is easy for people with the best of intentions to still be misunderstood -- and even branded as liars. When we don’t know a person’s beliefs, values and biases, how can we be certain that what we *heard* was what they *meant*? However, one thing is certain; the more we understand how culture influences behavior in business dealings, the less inclined we are to assume we’re being deceived.

## **Final Exam Writing Prompt:**

**What is a lie? In a short essay, discuss what you consider a lie. Consider whether you believe the examples in “Where the Truth Lies about Culture” are cultural misunderstandings or lies. In other words, what is acceptable in your mind and what is not acceptable.**

Be sure to give clear, specific examples from your own life, the videos, or the readings.

Consider the factors that may impact lying—cultural differences, learning to lie as children, cognitive biases, lying for different reasons, and lying on the phone or on social media (i.e. lying in writing vs. spoken lies).

In “Ethical Dilemma: Would You Lie?” Sarah Stroud asks if you would lie to a friend you were trying to set up on a date. If you don’t want your friend to make a bad impression on a first date by being late, would you lie to her about the time of the date?

In the video, she introduces two philosophies about lying:

German philosopher Immanuel Kant says there is a moral rule that forbids lying and that rule is absolute.



Utilitarian philosopher John Stuart Mill says lying is only wrong when it leads to less happiness overall.

You may want to consider these philosophies in your essay.

Refer to **at least two of the following texts**. I do not expect you to quote from texts you do not have access to during the final, but you may paraphrase ideas you remember.

- “Where the Truth Lies Across Cultures” by Carol Kinsey Goman
- “The Future of Lying” Jeff Hancock
- “Learning to Lie”
- “Ethical Dilemma: Would You Lie?” by Sarah Stroud
- “The Truth about Lying” by Judith Viorst
- “12 Cognitive Biases Explained”

ENGLISH AS A SECOND LANGUAGE  
COURSE-SPECIFIC STUDENT LEARNING OUTCOME  
ASSESSMENT SUMMARY

**Instructor:** Carla Reible

**Course:** ESL 49/849

**Date:** Spring 2022

**Student Learning Outcomes from Course Outline of Record:**

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. **Write text-based, five paragraph essays (400-800 words or more) that respond to high-intermediate readings (Lexile Measure 1050-1335), use several rhetorical strategies, integrate newly-acquired, high-intermediate academic vocabulary, include an effective thesis and support, and demonstrate competency in the conventions of standard American English with the goal of clarity and fluency, moderately free of errors in written language.**
  - **Communication Skills:** Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.
  - **Critical Thinking:** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
2. **At an intermediate level of fluency, communicate arguments and opinions which indicate an expanding awareness of patterns and expectations of United States culture compared to their own and how that impacts perception and social structure, by successfully responding to appropriate readings.**
  - **Self-Development & Global Awareness:** Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints.
  - **Communication Skills:** Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

**Assessment Method:** Writing assignment

**Assessment Instrument:** Spring 2022 Final Exam

**Essay Prompt:** In a short essay, summarize Tally's decision at the end of Scott Westerfeld's novel *Uglies*, and then discuss why you think that her choice was a good one or not.

**Description and Background:** In the in-class final, students were asked to write a four-paragraph essay with two different rhetorical strategies--summary and opinion—in response to the novel *Uglies*, which they have been reading this semester. The class began by reading the novel together, moved to partner and small group discussion, and then to presenting an individual chapter to the group independently. Students were asked to read the final few chapters on their own. These few chapters are the basis of the final exam.

The essay required standard essay format: introduction with thesis statement, a summary paragraph, an opinion paragraph, and a conclusion.

In the summary paragraph, students had to incorporate appropriate vocabulary from the reading and use paraphrase and quotes from the text to create effective support.

The conventions of standard American English that were evaluated in the essay included the following:

In the summary paragraph, students used quoted speech and noun clause/reported speech to paraphrase the chapter.

In the opinion paragraph, students had to agree or disagree with the protagonist's actions and support the stated opinion with reasons and examples from his or her life, which requires a variety of clause structures (adverb, adjective, and noun) and reductions.

Creating clear, well-punctuated sentences avoiding fragments, run-ons and comma splices were also evaluated as part of this category.

### **Assessment Results:**

- 1) Eight students took the ESL 49/849 final exam. Six of those eight were able to respond to the reading. In other words, they had read the text and understood the concepts. One student had not completed the reading, and another did not demonstrate clear understanding of the action in the text. Those students coming directly from American high schools struggled more with the reading assignments than the others.
- 2) Half of the students were able to demonstrate appropriate rhetorical strategies (summary and opinion) at a high level, and one's writing adequately indicated the purpose but struggled with implementation. Three of the eight were below level, especially with the summary portion of the writing. It is my opinion, that this had more to do with their understanding of the text than the writing format itself. Students who cannot read and

understand the chapters, cannot write an effective summary. This leads to the question of how to raise students' reading level within the structure of the class.

- 3) Students struggled more with vocabulary than the rhetorical strategies. Five of the eight were adequate or above and three were below average. They had been working with the novel for the entire semester, so this was not completely new vocabulary to them. However, word forms seem to be a particular struggle.
- 4) Although the prompt called for an essay, students seemed to be more focused on the content of the body paragraph rather than the introduction and conclusion. Half of the students did not have a thesis statement. I can think of two reasons for this. First, it was a timed in-class writing, so time was limited. Second, when I teach students about writing essays, I often suggest that they start with the body of the essay and then that they return to the introduction and conclusion so that they fit better with the content. I believe that some of the students intended to return to the create an introduction and simply ran out of time to do so. This is evidenced by blank space before the start of the summary paragraph. Two of the eight, however, did not demonstrate any such indication.
- 5) Five of the eight students had adequate support in the body of the essay. Support in this context was textual support from the novel either paraphrased or quoted or support for their opinion.
- 6) All but two of the students' writing demonstrates competency in the conventions of clause use and sentence boundary issues that have been the focus of the grammatical instruction.
- 7) Similarly, all but two of the students communicated a clear argument and supported it with appropriate reasoning.

Student Learning Outcome		Outstanding (4)	Good (3)	Adequate (2)	Below Average (1)	Not Demonstrated (0)
1.	Responds to the reading (SLO 1 & 2)	3	1	2	1	1
2.	Employs an appropriate rhetorical strategy (SLO 1)	4	0	1	1	2
3.	Integrates academic vocabulary from the reading (SLO 1)	2	2	1	3	0
4.	Presents an effective thesis statement (SLO 1)	1	3	0	0	4
5.	Uses effective support (SLO 1)	2	1	2	1	2
6.	Demonstrates competency in the conventions of standard American English (SLO 1)	3	3	0	2	0
7.	Communicates a clear argument/opinion (SLO 2)	2	2	2	0	2

**Recommendations for Improvement:**

Based on this assessment, I will implement two changes in the next class that I teach. First, I will establish an in-class activity to ensure that students are familiar with the chapters that the test will be on. This way, the evaluation will be on the ability to produce a summary rather than whether they have read the novel. Second, I will allow students more time for the essay so that they have the time they need to produce a thesis for evaluation.

**Instructor: Margarita Shirinian**

**Course: ESL 48/848 (Intermediate American College English)**

**Semester: Fall 2023**

**Student Learning Outcomes from Course Outline of Record:**

**1. Write text-based paragraphs in a variety of rhetorical strategies and basic academic essays (250-500 words or more) that respond to intermediate level readings (Lexile Measure 925-1185), integrate newly-acquired intermediate-level academic vocabulary, include an effective topic sentence or thesis and support, and demonstrate general competency in the conventions of standard American English, possibly containing some disruptive errors but allowing for understanding of meaning.**

- **Critical Thinking** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
- **Communication Skills** Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

**2. Communicate arguments and opinions at an intermediate level of fluency which indicate an expanding awareness of patterns and expectations of United States culture, especially in the college environment, with attention to growing awareness of plagiarism, using resources, and integrating sources in writing and in comparison to other cultures, by successfully responding to appropriate readings.**

- **Communication Skills** Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.
- **Self-Development and Global Awareness** Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints.

**Assessment Method: (e.g., exam, presentation, homework, paper)**

A writing assignment of ESL 54 class consisting of thirty-two students was analyzed. The assignment called for students to write a well-organized essay about the challenges new immigrants face in the United States (logical division of ideas).

**Initial Assessment Results:**

Skill Demonstrating SLOs 1 & 2	Number of students who demonstrated the skill with competence	Number of students who demonstrated the skill with little competence
Format	24	8
Content and Organization	26	6

Point of Evaluation	Consistently Correct	Sometimes Correct	Consistently Incorrect	Not Attempted
Compound Sentences (SLO 1)	7	17	5	3
Complex Sentences (SLO 1)	8	16	6	2

Point of Evaluation	Effective	Somewhat Effective	Ineffective	Not Attempted
Introduction with a Thesis Statement (SLO 3)	10	12	10	0
Body Paragraphs with Transitions, Topic Sentences, and Support (SLO 3)	15	14	3	0
Conclusion with Transition, Summary, and Final Thought (SLO 3)	8	13	11	0

As the numbers show, Format, Content and Organization were the areas in which most students exhibited a very high competence. This could be explained by the fact that there was a strong writer's connection to the topic and the knowledge of the content.

Also, findings indicate that even though most students attempted to use compound and complex sentences in their writing assignment, a small percentage were able to form these structures correctly all the time. The analysis of incorrect forms showed that students had problems with commas and semicolons in compound sentences and with commas in complex sentences; moreover, some students created long sentences and lost track of the meaning they wanted to express, which resulted in incomplete meanings and, consequently, fragments.

The results also indicate that students were more effective in their presentation of body paragraphs than introductory paragraphs and concluding paragraphs. This could be due to the amount of time spent in class discussing and practicing each part of the essay. It may be that more time was devoted to emphasizing the importance of well-developed body paragraphs, and not as much focus was placed on the other paragraphs. Another reason many students were not able to write effective concluding paragraphs might have been the time constraints when completing an essay.

The implications of the results could be that, in addition to encouraging students to attempt more compound and complex sentences, more emphasis should be given to practicing punctuation and understanding how to check for and fix fragments. Other implications could also be that all parts of the essay should be given equal attention, and more essays should be written so that students learn to develop all parts of the essay more productively.



## ENGLISH AS A SECOND LANGUAGE

### COURSE-SPECIFIC STUDENT LEARNING OUTCOME

#### ASSESSMENT SUMMARY

Instructor: Margarita Shirinian

Course: ESL 47/847 – Low-Intermediate American College English

Date: Spring 2023

#### Student Learning Outcomes from Course Outline of Record:

Upon successful completion of the course, students should be able to demonstrate the following skills:

**1. Write text-based paragraphs (100-300 words or more) that summarize or respond to low-intermediate readings (Lexile Measure 740-1010), use a variety of rhetorical strategies, integrate newly-acquired low-intermediate academic vocabulary, include an effective topic sentence and support, and demonstrate general competency in the conventions of standard American English, containing some disruptive errors but allowing for understanding of meaning.**

**o Critical Thinking** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

**o Self-Development & Global Awareness** Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints

**o Communication Skills** Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

**2. Communicate arguments and opinions at an increasing level of fluency which indicate a growing awareness of patterns and expectations of United States culture, especially in the college and work environments, by successfully responding to appropriate readings.**

**o Critical Thinking** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

**o Communication Skills** Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative

literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

**o Self-Development & Global Awareness** Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints.

**Assessment Method: Writing assignment (Comparison/contrast paragraph: Your Home Country and the United States)**

Twenty-four students completed the assessment which was evaluated for the use of a topic sentence, supporting points in the body of the paragraph, a concluding sentence, standard paragraph format and organization, and content. The results of the evaluation can be seen in the chart below.

<b>Evaluation Points</b>	Excellent	Acceptable	Attempted	Not Attempted
Topic Sentence	16	8		
Supporting Points	8	10	6	
Concluding Sentence	14	7	3	
Standard Paragraph Format and Organization	18	6		
Content	16	8		

**Recommendations:** Based on the results of the assessment, I would recommend a greater emphasis on improving the quality of supporting statements. Although most students included some kind of supporting points in their paragraphs, the support was weak and insufficient. More practice in providing relevant examples and explanations in support of controlling ideas is needed. The overall use of topic sentences and concluding sentences was very good.

ENGLISH AS A SECOND LANGUAGE  
COURSE-SPECIFIC STUDENT LEARNING OUTCOME  
ASSESSMENT SUMMARY

**Instructor:** Amy Lee

**Course:** ESL 47/847 – Low-Intermediate American College English

**Date:** Fall 2022

**Student Learning Outcomes from Course Outline of Record:**

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. **Write text-based paragraphs (100-300 words or more) that summarize or respond to low-intermediate readings (Lexile Measure 740-1010), use a variety of rhetorical strategies, integrate newly-acquired low-intermediate academic vocabulary, include an effective topic sentence and support, and demonstrate general competency in the conventions of standard American English, containing some disruptive errors but allowing for understanding of meaning.**
  - **Critical Thinking** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
  - **Self-Development & Global Awareness** Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints
  - **Communication Skills** Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.
2. **Communicate arguments and opinions at an increasing level of fluency which indicate a growing awareness of patterns and expectations of United States culture, especially in the college and work environments, by successfully responding to appropriate readings.**
  - **Critical Thinking** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
  - **Communication Skills** Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in

oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

- **Self-Development & Global Awareness** Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints.

**SLO 1:** Write text-based paragraphs (100-300 words or more) that summarize or respond to low-intermediate readings (Lexile Measure 740-1010), use a variety of rhetorical strategies, integrate newly-acquired low-intermediate academic vocabulary, include an effective topic sentence and support, and demonstrate general competency in the conventions of standard American English, containing some disruptive errors but allowing for understanding of meaning.

**Assessment Method:**

**Exam – Write a Summary– Timed Writing Assignment**

**Assessment Instrument:**

Rubric

**Assessment Results:**

	Exceeds Expectations	Meets Expectations	Below Expectations	Needs Improvement
Summary communicates the main ideas presented in the text.	9	10	2	1
Topic sentence includes the article’s title and main message.	8	7	6	1
Summary is written in the student’s own words and without unnecessary details.	7	12	2	1
Accurately uses newly acquired low-intermediate vocabulary words and grammar structures	8	9	4	1

**Recommendations for Improvement:** Most of the students met the SLO in general. One area where students had more difficulty was with the topic sentence. In the future, I plan to spend more time modeling and practicing topic sentences for summaries before the exam.

**SLO 2 – Communicate arguments and opinions at an increasing level of fluency which indicate a growing awareness of patterns and expectations of United States culture, especially in the college and work environments, by successfully responding to appropriate readings.**

**Assessment Method:** Presentation in Class

**Assessment Instrument:**

Rubric

**Assessment Results:**

	Exceeds Expectations	Meets Expectations	Below Expectations	Needs Improvement
Presents a clear stance on an Issue presented in the Unit Readings along with reasons and details (examples, facts, explanations)	13	8	2	
Accurately uses newly acquired low-intermediate vocabulary words and grammar structures	13	7	3	
Able to speak easily in front of others with appropriate gestures and without depending on notes excessively	9	12	2	

**Recommendations for Improvement:**

Generally, the students did well at meeting the class expectations. I will continue to encourage their use of the new grammar structures to improve their outcomes in this case.