

Assessment Plan

English as a Second Language

Community College of Denver

Roberta Ware, Chair

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Program Student Learning Outcomes

1. Students will communicate effectively in academic writing by demonstrating appropriate syntax, verb tense usage and grammatical structures.
2. Students will analyze and evaluate diverse viewpoints and perspectives in all four language modalities, reading, writing, speaking and listening.
3. Students will investigate, examine and revise career and financial goals in order to make realistic, personally responsible academic decisions.

Curriculum Map

	1. Students will communicate effectively in academic writing by demonstrating appropriate syntax, verb tense usage and grammatical structures.	2. Students will analyze and evaluate diverse viewpoints and perspectives in all four language modalities, reading, writing, speaking and listening.	3. Students will investigate, examine and revise career and financial goals in order to make realistic, personally responsible academic decisions.
ESL 012	<p>Spell and pronounce English words correctly</p> <p>Produce correct dictation and sentence recitation via spelling and pronunciation tests.</p>	Distinguish words with similar spelling and pronunciation	Complete a job application clearly and correctly with personal information. Speak clearly and present oneself well in a mock interview.

ESL 021	Write and assess student created sentences. Write in a more extended way using sentences and composing paragraphs.	Share personal paragraphs about diverse topics.	Compose cover letters.
ESL 022	Write paragraphs using intermediate level verb tenses and grammatical forms.		Compose more advanced cover letters using intermediate level verb tenses and forms.
ESL 023	Compose writing logs and paragraphs using advanced level verb tenses and grammatical structures and forms.		
ESL 031	Write dialogues and presentations.		Explore career goals theme unit.
ESL 032	Compose written dialogues and presentations.	Utilize appropriate oral language to agree and disagree. Use language functions in conversations. Become conversant on controversial topics.	Explore careers and practice job interviewing skills.

ESL 033	Write questions and revise for effective interview.	Debate diverse viewpoints about controversial topics.	Research realistic career goals realistic goals and career paths Research certificate and degree programs/ earnings.
ESL 041	Write book reports. Compose presentation notes and outlines.	Choose and read books representing diversity and participate in discussions.	
ESL 042	Compose reading Journals Summarize and paraphrase written materials.	Choose and read books representing diversity and participate in discussions.	
ESL 043	Compose reading journals and reader summary and responses.	Paraphrase ideas from written work that represents diverse viewpoints and backgrounds.	
ESL 052	Compose multiply assessed paragraphs. Compose in-class quick writes.		

	Compose final in-class paragraph.		
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<p>ESL 054</p>	<p>Final in-class assessment</p> <p>Multiple assessed essays with rubrics</p>	<p>Argument Essay</p> <p>Argument/Counterargument</p>	<p>Career exploration project</p> <p>Final project portfolio and student self-assessment.</p>
<p>ESL 071</p>	<p>See 021,031 and 041</p> <p>Write and assess students on student created sentences. Write in a more extended way using sentences and composing paragraphs.</p> <p>Write dialogues and presentations.</p> <p>Compose book reports.</p> <p>Write presentation notes.</p>	<p>Share personal paragraphs about diverse topics.</p> <p>Choose books representing diversity and participate in discussions.</p>	<p>Compose cover letter.</p> <p>Explore career goals theme unit.</p>
<p>ESL 072</p>	<p>See 022, 032 and 042</p> <p>Write paragraphs using intermediate level verb tenses and grammatical forms.</p> <p>Write dialogues and</p>	<p>Learn to agree and disagree using appropriate language functions.</p> <p>Controversial topics</p> <p>Choose books representing diverse points of view and participate in discussions.</p>	<p>Compose more advanced cover letter.</p> <p>Explore careers and practice job interviewing skills.</p>

	<p>presentations.</p> <p>Compose reading Journals</p> <p>Summarize and paraphrase written passages.</p>		
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Learning Outcome 1.

1. Archive examples of writing assignments that we use in each class section of ESL 021, 022 and 023. Create a portfolio of these assignments and ideas that grammar instructors can use in their classes. Collect copies of student responses to these assignments.
2. Continue to have norming sessions to look over ESL 054 in-class final. Discuss whether we'd like to continue to use an in-class writing assignment or a final essay in which students have had support.
3. Implement an ESL 052 final writing assessment.

Learning Outcome 2.

1. Supply a list of books and articles that we use in reading classes from diverse points of view. Keep copies of conversation discussion topics that have been successful for students.

Learning Outcome 3.

1. Continue with the Career Research Portfolio in ESL 054. Archive those assignment handouts. Conduct a student survey about whether this assignment was useful and what students learned. We already have these questions, so we may just want to tweak them. Collect student responses to these surveys.
2. Continue with ESL 033 research project in which students research and revise career goals.

Assessment Schedule

At the end of each semester, the program will conduct assessment of its PSLO(s) for the academic year.

Assessment Timeline

In year one, ESL 054, Reading and Composition courses, completed a final in-class writing assessment at the end of fall and spring semesters. ESL 054 faculty participated in norming sessions using the instructor's rubric to determine if students would be placed in ENG 121. (That data is kept in the department chair's office.) During the second year, we revised the in-class final assessment procedures, so that faculty used more uniform procedures and implemented those in the norming sessions during fall and spring semesters. In year three we will begin the assessment procedures with ESL 052 and 051, which are prerequisites for ESL 053/054.

Benchmarks

We anticipate that 70% of students who pass ESL 054 with a grade of C or better be placed into ENG 121 or college level classes based on our rubric. We know that many students benefit from taking CCR 094, Studio 121, to support them in being successful in ENG 121. However, we anticipate that ESL students who complete ESL 054 and move into ENG 121 will be equally successful as the average success rate in ENG 121, which in Fall 2017 was 64% and in Spring 2018 was 61.2%.

Use of Results

During the spring assessment meeting the chair meets with invited faculty and adjunct instructors to review the assessment results from the prior year. The chair, faculty, and adjuncts determine any appropriate changes to either the curriculum or pedagogy for the coming year. The assessment results and any planned actions are shared with the dean of the Center for Arts and Humanities and reviewed with ESL faculty and program advisor.

Continuous Improvement of the Assessment Process

During the spring assessment meeting, there will be discussion of the current tools in use and a determine made as to whether the tools warrant any revision. Also, the chair, faculty, and adjunct instructors will determine whether to continue with the current assessment timeline or to make any changes.