

GLENDALE COMMUNITY COLLEGE

COURSE/PROGRAM ASSESSMENT REPORT

SEMESTER/YEAR: Spring 2010

DIVISION/DEPARTMENT: Noncredit ESL

COURSE or PROGRAM TITLE: ESL Levels 3 and 4

PARTICIPANTS (min. 2): Paul Mayer, Alice Mecom

SLO(s) ASSESSED THIS SEMESTER:

1. Students will write guided paragraphs using simple, complex, and compound sentences (Level 3)

(2.) Students will write multiple paragraphs using simple, complex, compound, and complex-compound sentences related to the themes of vocational, academic, and/or personal goals (Level 4)

(3.)

(4.)

(5.)

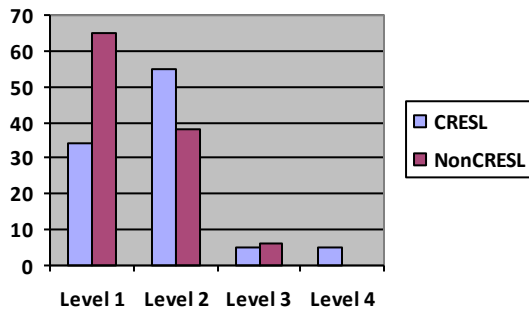
METHODS OF ASSESSMENT:

The leading indicators of measurement are the number of exiting level 3 and 4 ESL students from the enhanced classes and the Credit ESL levels they placed in compared to the level 3 and level 4 ESL students from the non-enhanced classes and the Credit ESL levels they placed in.

ANALYSIS OF ASSESSMENT: What do these results tell you about your students' achievements on the targeted SLO(s)?

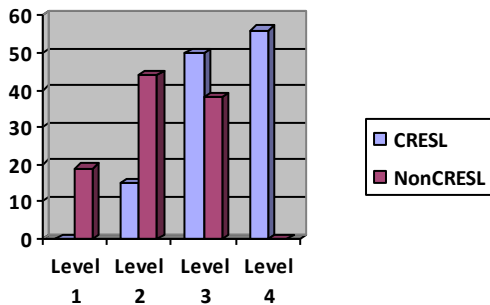
ESL Level 3 (Mecom): The graph shows that students under the grant placed higher than those not under the grant.

Please submit this report to the Office of Research and Planning at [ekarpp@glendale.edu](mailto:ekarpp@glendale.edu)



| Credit Placement Levels: | Level 1 | Level 2 | Level 3 | Lev. 4 |
|--------------------------|---------|---------|---------|--------|
| % of CRESL students      | 34      | 55      | 5       | 5      |
| % of NonCRESL students   | 65      | 38      | 6       | 0      |

ESL Level 4 (Mayer): The graph shows that students under the grant placed markedly higher than those not under the grant. In fact, 56% percent of the students in the grant placed into Credit ESL level 4, while 0% of those students not under the grant did. This marked difference may be due to the cumulative effects of having the grant start with Level 3.



| Credit ESL Placement | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------|---------|---------|---------|---------|
| % of CRESL           | 0       | 15      | 50      | 56      |
| % of NonCRESL        | 19      | 44      | 38      | 0       |

PLAN: Indicate if your assessment results reveal a need for course or program improvement in order to improve student achievement, and what plans your department will make to do so.

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The results indicate that the enhanced Level 3 and 4 curriculum is very effective in increasing student success in writing as evidenced by their high placement scores into the Credit ESL program. Since then, we have implemented a Level 5 enhanced curriculum in addition to these special Level 3 and 4 courses. In Spring 2011, we developed similar writing curriculum for all Levels 0-2, and we'll be assessing the Level 2 course this Fall 2011.

WHAT COURSE(S) WILL YOU ASSESS IN THE FOLLOWING SEMESTER (Level 2)? You might re-assess for the same SLO(s) with the implementation of your new plan, and/or for another SLO and/or course.