

ESL SLO REVISION MEETING

September 26, 2013

In attendance: *Rebecca Bergeman, Nancy Currey, Kevin Degnan, Elise Geraghty, Suzanne Herschenhorn, Matt Kline, Nitza Llado, Stephanie Merz, Debra Mochidome, Jenny Simon, Evelyn Uyemura*

I. PLO REVISION

- a. Elise shared Chelvi's proposed PLOs for the non-credit ESL program taught at Compton (and not currently offered at main campus), and the main campus ESL department suggested a minor change in wording:
 - PLO # 1: Upon completion of the non-credit ESL program, students will demonstrate proficiency in oral skills that are necessary for interaction in an English-speaking environment.
 - PLO # 2: Upon completion of the non-credit ESL program, students will be able to apply listening, speaking, reading, and writing skills learned in the program to improve their employability.
 - PLO # 3: Upon completion of the non-credit ESL program, students will demonstrate ~~entry-level reading and writing skills for the Credit Program.~~ reading and writing skills necessary for entry to the credit program.
- b. The ESL faculty reviewed the proposed PLOs for the credit ESL program, considered Chelvi's suggestion (replace "successfully complete English 1A" with "successfully apply effective listening and speaking skills in the academic environment"), and came up with the following:
 - PLO#1: Upon completion of the credit ESL program, students will have the listening and speaking skills to succeed in transfer-level courses.
 - PLO#2: Upon completion of the credit ESL program, students will have the reading skills to succeed in transfer-level courses.
 - PLO#3: Upon completion of the credit ESL program, students will have the writing skills to succeed in transfer-level courses.

II. SLO REVISION

- a. Evelyn, Jenny, and Rebecca shared their drafts of the revised SLOs for the 53 series, and after group discussion and subsequent revisions, Evelyn, Jenny, and Rebecca proposed

the following revised SLOs (**bold** indicates updates from the October 8, 2013, ESL department meeting):

ESL 53A: Students will

- SLO 1: write a summary of a **low-intermediate** text in their own words, including the title and source of the text and key points.
- SLO 2: write an effective response to a **low-intermediate** text, consisting of a personal narrative, opinion, or analysis.
- SLO 3: **correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.**

ESL 53B: Students will write an academic essay

- SLO 1: demonstrating basic organizing elements such as a thesis, topic sentences, and transitions.
- SLO 2: using textual evidence from a high-intermediate level text.
- SLO 3: using proper formatting and basic documentation of sources.
- SLO 4: demonstrating correct grammar and sentence structure at the high-intermediate level.

ESL 53C: Students will write a college-level academic essay

- SLO 1: demonstrating organizing elements such as a thesis, topic sentences, and transitions.
- SLO 2: using basic research skills and textual evidence from an advanced-level text.
- SLO 3: using proper formatting and MLA documentation.
- SLO 4: demonstrating correct grammar and sentence structure.

- b. Matt K. and Nancy Currey will use the pattern that Evelyn, Jenny, and Rebecca used for the 53 series and send out their revised SLOs via email.
- c. Debbie, Nitza, and Suzanne shared their work on the 51 series, but they also will revise based on the 53C format and submit via email the revised SLOs for the 51 series.

III. PREREQUISITE AND OTHER SLO or ESL CONCERNS

- a. Elise shared the recommendation of the English 1A Course Review team regarding changing the English 1A prerequisite of completion of 52B to completion of 52C. Jenny and Matt want to know about evidence suggesting that students who complete 52C have greater success in English 1A. Jenny is contacting Institutional Research for some data.
- b. The faculty questioned PLO #1 (addressing listening and speaking skills) because the 51 series is not required. They wonder about measuring a program outcome when not all courses in the program are required. Elise suggested that these types of issues can be adequately addressed in the narrative portion of SLO and PLO assessment reports.

- c. In reviewing the Course Outlines of Record and objectives from some ESL courses, faculty found areas that might warrant revision; because this is a lengthier process that moves through the DCC and the CCC, we will continue these discussions at a later date and focus on SLO and PLO revision for the next few weeks.