

**Assessment Plan
English as a Second Language
Center for Learning Advancement**

Background

English as a Second Language Department provides English-language instruction to international and resident learners at 30th Ave. Campus, Downtown Center as well as multi-level classes in outreach in Springfield, Creswell and Cottage Grove.

Program assessment

As a requirement of Title II Adult Education and Family Literacy Act funding, ESL pre-post tests students using approved, standardized tests. In annual reports data is analyzed to uncover patterns of attendance, skill increase and goal achievement. The Title II data provides overall program information.

Program review

ESL department is also part of a 4-year cycle program review process through Department of Community College and Workforce Development's Oregon Indicators of Program Quality. The review process requires a self-study including analysis of program components: Effective Support Systems, Recruitment, Orientation, Assessment, Retention, Transition and Completion, Support Services and Instruction. The last program review was in 2004.

Assessing student learning outcomes

In 2004-05 and 2005-06, ESL faculty and staff worked with students, other departments and community stakeholders to redesign the class schedule, "re-group" skills and define learning outcomes in Listening/Speaking, Reading/Writing and Integrated Skills classes, plus other electives.

Now that the student learning outcomes have been identified, faculty are evaluating whether the number and descriptions of outcomes for each level is reasonable. A next step includes identifying assessment tools that are reasonable, accurate, meaningful, valid, reliable and provide feedback both to the student and the instructor.

Framework From Assessment Guide

<http://www.lanec.edu/in-service/fall05/Assessment%20Guide.rtf>

Part I: Determine Expectations (content to be assessed)

- List expected learning outcomes – Completed, See chart of outcomes attached.
- Identify where expected outcomes are addressed in the curriculum – completed, see chart of outcomes attached (or link)
- Determine methods and criteria to assess outcomes – Meet in instructor small groups to review outcomes and develop class-based assessment tasks. Apply for curriculum development funds to pay for summer work and part-time faculty participation. Use in-service time and two non-instructional days.
- Describe level of expected performance – Decide on rubric for levels of skill achievement: beginning, in progress, mastery.
- Identify and collect baseline information – Assessments will be pilot-tested in selection of classes.

Part II: Determine timing, cohort, assign responsibilities (People assignments)

- Determine whom you will assess – Faculty will decide which group of classes to start with and whether to focus on a skills series (R/W, L/S, Integrated Skills) or focus on all the classes at one level and begin with either highest or lowest, adding levels as developed.
- Establish a schedule for assessment – Once assessment for one level or group of classes is complete, faculty will have an estimate for the steps and process required, with time estimates. A schedule will be developed by June, 2007.

- Determine who will interpret results – ESL faculty and staff with advice and input from partner departments.

Part III: Interpreting and Sharing Results to Enhance Institutional Effectiveness

- Interpret how results will inform teaching/learning and decision-making – Results may require textbook change or adoption, suggest different use of technology, faculty training, change in reading assessment, change in teaching methods/approach.
- Determine how and with whom you will share interpretations – Results would be shared at staff meetings, on instruction website, with advisory committee members, with partner departments (ALS, guidance and counseling and ABSE) on website.
- Decide how your program or discipline will follow-up on implemented changes – Determine whether process worked for first group of outcomes and continue with other outcomes and classes.

LANE COMMUNITY COLLEGE ESL Level 2

Instructor: SAMPLE STUDENT LEARNING OUTCOMES	Term:	Date:
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LISTENING	Date
1 Listen for and indicate specific information from very brief conversations, broadcasts or announcements (in person, on the telephone, or on recordings).	
2 Listen to a very simple recorded conversation on a familiar topic (e.g., weather, daily activities) and identify specific information.	
3 Listen to simple words and phrases drawn from learned topics and indicate the meaning with synonyms.	
4 Demonstrate understanding of simple questions, answers, and statements in standard dialect containing some unfamiliar vocabulary, spoken slowly with frequent repetition.	
5 Follow very simple oral instructions (e.g., directions to a place in the classroom, building, or community; instruction on how to operate classroom or workplace equipment).	
6 Listen and indicate (by pointing or circling) a specific cardinal/ ordinal number; quantity of money; or time on a digital/ analog clock.	

VOCABULARY	
1 Identify numbers (1-9000) and match to words.	
2 Read written numbers (one, two, etc.), times, prices, dates, sizes, and isolated words and phrases in familiar contexts (traffic signs, store ads, clothing tags, fast food menus, calendars).	
3 Distinguish between singular and plural vocabulary words.	

SPEAKING	
1 Ask and answer simple questions (what, when, where) related to basic needs sentences related to familiar topics (e.g., locations, illness/injury, occupations, transportation).	
2 Describe familiar things, people, places, and routines (e.g., clothing, weather, body parts, self, family members, home, local community, own country, daily schedule).	
3 State very simple opinions, feelings, likes/ dislikes, agreement/ disagreement (I like/ don't like..., I think/ don't think..., I feel/ don't feel.. I agree/ disagree that..).	
4 Ask for clarification or repetition (e.g., Please repeat that., Say that slowly.).	
5 Request information or assistance (e.g., for community services, customer service, job openings, directions).	
6 Describe feelings, jobs and symptoms of illness,	
7 Participate in simple face-to-face conversations requiring a minimum of courtesy (thanking, meeting, apologizing).	

GRAMMAR	
1 Make very simple statements on familiar topics demonstrating minimal control of grammar in the past and present (including present continuous).	
2 Be Going to Future	

PRONUNCIATION	
1 Pronounce (accent is acceptable) two-letter consonant blends (e.g., br-, sp-, cl-, -nd, -sk) and digraphs (e.g., ch, sh, th, wh, ph) in familiar words.	
2 Pronounce and contrast long and short vowels in familiar words (accent is acceptable).	
3 Identify and pronounce cardinal and ordinal numbers (1-9000).	

TELEPHONE	
1 Make emergency 911 calls (e.g., <i>Help! Fire! My address is...</i>).	
2 Demonstrate ability to call to explain classroom absence.	

READING COMPREHENSION	
1 Locate local city and county on a state map and Oregon on a map of the USA.	

WRITNG: ACCURACY/LEGIBILITY	
1 Accurately write own return address on an envelope (e.g., pre-addressed to utility company).	
2 Accurately and legibly fill out checks for amounts in the thousands.	

Lindsley – x 5441
lindsleyc@lanecc.edu
Lane Community College