

ESL PROGRAM - DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Based on ESL faculty discussion of the results of our CSLO assessments in our higher-level academic reading and vocabulary courses (ESL-013 and ESL-014), we made textbook changes to the lower level ESL courses (ESL-011 and ESL-012) to better prepare students moving up from these general reading and vocabulary courses to successfully engage with the content in the intermediate and advanced courses. Additionally, I worked with our ESL Tutors to undertake group tutoring sessions with students who tested into these higher levels on key content from previous levels that would help them with the work at the level into which they tested.

Based on ESL faculty discussion of the results of our CSLO assessments in our academic writing courses (ESL-043 and ESL-044) in conjunction with the academic reading and vocabulary courses (ESL-013 and ESL-014), we undertook a curricular realignment of the scope and sequence of the course content in order to ensure that students taking the two level three or the two level four courses receive across-the-curriculum support and in terms of concurrent skills, strategies, and knowledge building.

Based on ESL faculty discussion of the results of our CSLO assessments in all of our multi-skills grammar courses, the ESL faculty have made a commitment to standardize their formative and summative assessment processes and products – meaning, we have made a commitment to conducting regular, end-of-chapter assessment of students using the tests provided by the publisher (which are similar in design across all four levels) as well as using a common final exam based on the grammatical points laid out for each level to cover.

Based on ESL faculty discussion of the results of our CSLO assessments in our oral skills (listening, speaking, and pronunciation) courses (ESL-031, 32, 33, and 34), and my own developing understanding of acceleration methods being used in DE Math, we are undertaking a review and evaluation of being one of the first few colleges to consider “accelerating” this strand in our ESL program (a concept that is viewed with great wariness to the extent that notion of “accelerating” language acquisition is not appropriate pedagogically).