



ALAMO
COLLEGES

PALO ALTO COLLEGE

ESOL Program

English, Communications, Foreign Languages, ESOL & Reading, and Sign Language Degrees and Programs

#1	<p>ESOL Program Student Learning Outcome</p> <p>The student will achieve college readiness in reading and writing/grammar.</p>
	<p>Courses in the ESOL Program that address this outcome</p> <p>Academic Preparation</p>
	<p>Assessment Measure for this Outcome</p> <p>ACCUPLACER</p>
	<p>Achievement Target for this Measure</p> <p>Students will show at least a 10% gain in sentence skills and reading over their pre-test scores.</p>
	<p>Findings</p> <p>Students in the Academic Preparation class took a practice Accuplacer test at the beginning and end of the semester. Of the 11 students taking both the pre-test and post-test, the majority showed significant gain on both the reading and sentence skills portions of the test. We were unable to compare essay scores, having not yet received the graded post-test scores. Students had an average gain of 15% in sentence skills and 8% in reading.</p>
	<p>Related Action Plans</p> <p>In order to meet our target gain in reading of 10% we will increase reading content in the Academic Prep course. We will achieve this by adding additional in-class weekly readings and by assigning weekend reading homework in addition to the 8 hour per week lab reading assignments.</p>
#2	<p>ESOL Program Student Learning Outcome</p> <p>The student will achieve language skill progression and fluency (70% in skill area on placement assessment)</p>
	<p>Courses in the ESOL Program that address this outcome</p> <p>Listening Reading Writing</p>
	<p>Assessment Measure for this Outcome</p> <p><i>Focal Skills</i> Placement Assessment</p>



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	<p>Achievement Target for this Measure</p> <p>20% of students in a given course will move to the next level by the end of the course. Although there is no average time frame for an individual to learn a second language (Learners differ through such factors as 1st language literacy, 1st language linguistically similarity, language potential and/or aptitude, etc.), historically students in our program have acquired second language proficiency and fluency on average in 3 semesters of intensive study.</p>
	<p>Findings</p> <p>All Intensive English Program (IEP) students from each skill-based course (Listening, Reading, and Writing) took the placement test at the beginning of Flex 1 and Flex 2 as well as at the end of Flex 2. We compared assessment scores for flex 1 and flex 2 (two 8 week periods) to measure student progress. We could not do a semester long comparison since many students passed the assessment and went on to other courses at the end of flex 1. Of the 50 students taking the pre-test/post-test flex 1. , Fifteen (30%) passed the assessment and moved to another skill course. In addition, these students showed an overall gain of 36%. Flex 2 measurements showed significant student progress as well. 7 (23%) of the 30 students taking the assessment passed and moved on to another course. These students showed an overall gain of 13%.</p>
	<p>Related Action Plans</p> <p>Achievement target made. No action plan at this time.</p>