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### ESOL Program 2010- 2011

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>Findings</p> <p>We were not able to procure reliable data for the Spring 2011 semester. Student took the ACCUPLACER to serve as a pre-test in January 2011. They were not able to take the post-test in May due to college changes. During the Spring 2011 semester, Alamo Colleges phased out the ACCUPLACER placement test and replaced it with the THEA placement test. The 2 tests are not related and thus could not be compared to measure student gain.</p>
	<p>Related Action Plans</p> <p>In response to college entrance placement assessment changes and program changes, Academic Prep students will now follow the exit strategies in place for developmental English. They will no longer take the ACCUPLACER or THEA. We will now measure progress through the FOCAL SKILLS skill assessments in reading and writing. In addition, we will also measure student gains in essay writing with a pre-course/post-course assessment.</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><b>Achievement Target for this Measure</b> 20% of students in a given course will move to the next level by the end of the semester. Although there is no average time frame for an individual to learn a second language (Learners differ through such factors as 1<sup>st</sup> language literacy, 1<sup>st</sup> language linguistically similarity, language potential and/or aptitude, etc.), historically students in our program have acquired second language proficiency and fluency on average in 4 semesters of intensive study.</p>
	<p><b>Findings</b> All Intensive English Program (IEP) students from each skill-based course (Listening, Reading, and Writing) took the placement test at the beginning of Flex I 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 students taking the pre-test/post-test , 32.4% passed the assessment and moved to another skill course. In addition, these students showed an overall gain of 11%. Individual skill gains were relatively equal. Listening gains were 11.4%, reading gains were 10.8% and writing gains were 10.4%.</p>
	<p><b>Related Action Plans</b> Achievement target made. No action plan at this time.</p>