

<b>Department/Program:</b>	<b>School of Applied Technology (Skills Center)</b>
<b>Department/Program Mission Statement:</b>	The ESL Program is designed to help students increase their English language skills sufficient for attainment of their educational and training goals, including feeding into other SLCC credit, non-credit, and competency-based courses and programs.
<b>Person Responsible for Assessment Plan:</b>	Cheryl Shurtleff, ESL Coordinator
<b>Date:</b>	September 30, 2009



<b>Program Level Student Learning Outcome</b>	<b>Assessment Methods/ Measures</b> <i>How and when will the data be collected? What students will be assessed?</i>	<b>Set Performance Target/Benchmark</b> <i>How well should students be able to do on the assessment?</i>	<b>Interpretation of Results/Findings</b> <i>What does the data show?</i>	<b>Use of Results</b> <i>What changes were made after reviewing the results? How will you follow-up to measure improvement?</i>
Students will: <ol style="list-style-type: none"> <li>1. increase their fluency and accuracy in oral and written communication.</li> <li>2. increase their social and academic vocabulary,</li> <li>3. improve their listening skills.</li> <li>4. improve their reading comprehension.</li> <li>5. improve their pronunciation of the English language.</li> </ol>	The ESL Coordinator inputs each student per name, student number, entry date, CASAS score and entry level. This is organized each Fall and Spring semester per program block of time offered and campus.	Students should be able to reach 80% mastery on assignments, tests and oral assessments. CASAS, LOEP or TABE scores should reflect next appropriate level of study.	The data is updated continuously and actively as students progress or term throughout the semester. Also included in the data is the reason for not completing, if known, and whether or not a student continued in other programs at SLCC, if known. The reports are finalized at the end of each semester and the data is reported annually as total number of students enrolled compared to number of completers and non-completers.	For those program levels falling below the target completion rate, the data is analyzed for possible factors affecting the rate, and ways to increase the percentage. Student reasons for not completing the program are taken into consideration, if appropriate, when analyzing the data to see where improvements may be needed and thus made. For example, a number of students did not complete due to the difficulty of the level and we now offer lower levels at Sorenson Unity Center.