Assessment of Outcomes Achievement

Degree, Certificate, Program

Name of Degree, Certificate or Program**: ESOL**

1. Describe assessment results.

The ESOL Assessment results for the 2023-2024 Program year showed that for Outcomes 1-3 students are meeting or exceeding the goal. In Spring, we had less than 70% of students take the test. But, those that did take it passed with over 80%. Low attendance was most likely due to harvest work.

For outcome 4, most students who were tested were meeting or exceeding the goal.

1. Identify any changes that should, as a result of this assessment, be implemented towards improving students’ attainment of degree, certificate, or program outcomes.

None

1. Describe your plan for implementation of any changes.

N/A

1. Departmental faculty involvement.

Suzanne Tennent and Catherine Brown participated

1. Evaluate the assessment strategy.

The assessment strategy provides a flexible framework for a multilevel instructional model. Instructors use a combination of Burlington English software and instructor created assessments. This provides instructors with the ability to tailor the assessment to the student population.

1. Reflect on any adjustments you made from the last assessment of this degree or certificate and their effectiveness in student achievement of outcomes?

N/A

1. Additional comments.

Fall 2023 from Catherin Brown: The writing exam was administered at the end of the personal information unit to those students who voiced an interest in writing and receiving feedback from the instructor. Sixty percent indicated in class they were interested in participating, but 0% actually did so. The administration was through asynchronous links to survey questions linked to the lesson. (As so many students are taking class on their cell phones, it's not practical to administer writing assessments during live classes and the instructor has had students drop off the class when writing was included in the past.)

Fall 2023 from Suzanne Tennent:  In future terms, it would be more efficient and useful to tally class percentage totals for listening, writing, and reading, and continue to keep speaking as a separate category. The reason for this is Burlington English has listening, writing, and reading assessment scores recorded and stored for easy

access. The speaking component is a separate test created and given by teacher to students on an individual basis, thus not recorded on the Burlington English site.

Spring 2024 Brown: The instructor of the intermediate/advanced class was not able to finish out her contract, so from week 6 onwards, low intermediate through advanced was pulled together into one class, which I taught for the rest of the term. With that change, I noticed a significant attrition in attendance with the original attendees. Although the curriculum remained the basis of the class, I did try to include a much expanded vocabulary and opportunities for small group work to offset the change and increase relevance for such a wide disparity of learners. Although I kept all students engaged, I don't think it was as optimal of an environment as the more targeted group we began with. This also coincided with the beginning of the growing season and lengthening days, so there's always natural attrition at that time anyway.

The online class remained strong, well attended and I was able to absorb some of the intermediate/advanced students into that class. However, some of them just decided to come to both so they could take classes four nights a week.

For the summer term, I have clarified for the intermediate/advanced students that, as I am the only instructor in person in HR, the class most suitable for their needs is online M/W. They have signed up for it, but I think some of them also plan to come in person. I told them if they would like to also attend in person, they will need to work with the Burlington English app and I will meet with them at the end of class for revision, as I will already have from Beginner through Low Intermediate during the rest of class, and that's what the class is listed as, and that's already a big spread.