GLENDALE COMMUNITY COLLEGE

COURSE/PROGRAM ASSESSMENT REPORT

SEMESTER/YEAR: Fall 2011

DIVISION/DEPARTMENT: NonCredit

COURSE or PROGRAM TITLE: CRESL Level 3

PARTICIPANTS (min. 2): Alice Mecom, Paul Mayer

SLO(s) ASSESSED THIS SEMESTER:

1. write guided paragraphs using simple, complex, and

compound sentences

(2.)

(3.)

(4.)

(5.)

METHODS OF ASSESSMENT: Students who completed the enhanced level 3 course in Noncredit CRESL took the entrance test into the Credit ESL program. Our goal is for our students to place at a higher level in the credit program as a result of taking our CRESL course.

ANALYSIS OF ASSESSMENT: What do these results tell you about your students' achievements on the targeted SLO(s)?

In the chart below, we see that over 3 semesters, the numbers of students placing into Level 1 has dropped, and the numbers placing into Level 3 has increased. It appears that students have been placing higher into the credit ESL program. However, this analysis doesn't control for many variables that could also reveal these results, such as students' previous writing ability.

Please submit this report to the Office of Research and Planning at ekarpp@glendale.edu
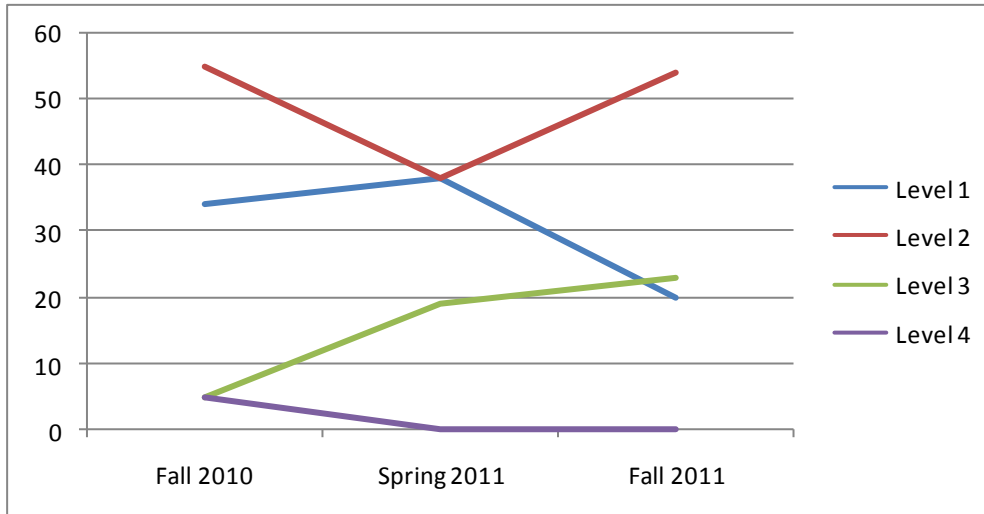
PLAN: Indicate if your assessment results reveal a need for course or program improvement in order to improve student achievement, and what plans your department will make to do so.

The data show that the CRESL course is effective in increasing placement levels into the Credit ESL program. The CRESL program does seem to provide the academic support necessary for smoother matriculation from NC to Credit ESL. However, we may consider a different method of assessing its effectiveness to control for more variables and to inquire deeper into the correlations.

WHAT COURSE(s) WILL YOU ASSESS IN THE FOLLOWING SEMESTER (_____)? You might re-assess for the same SLO(s) with the implementation of your new plan, and/or for another SLO and/or course.

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