

Common Final or Standardized Exams response Fall 2011

Response from Alfredo Cuellar, Instructional Dean of Behavioral & Social Science

I am taking myself an attribution pending confirmation from our faculty in Behavioral and Social Science. I do not believe we use any standardize tests. May be in ADRP (Alcohol and Drug Rehabilitation Program); possibly in Psychology. I will confirm this information for you.

Response from Daniel Gilison, Science Department Chair

For BIOL100, there is no standardized exam. I feel that it has been that way because of academic freedom and allowing faculty to have some flexibility in how they teach the class within the confines of the course outline of record. There is a common lab schedule for all BIOL 100 sections for about half of the labs, but this is to help out the lab technicians in setting up the labs.

Response from Kseniya Gregory, ESL Department Chair

The ESL Department doesn't have common finals. However, we are thinking about developing them.

Response from James Fisher, chemistry inJFishrmB7D 11BD4(h)5(97 Tm7JETBT1 0 0 1 180.8 415.8 Tm2(f)5()]t1

Response from Michael Heumann, English Department Chair

The English department, not ESL, conducts the English 99 common final. I'm sending you a copy of last semester's common final, along with our grading sheet/rubric, for you to use as evidence.

English 099 reason for a common final

In the fall of 2008, the Department of English as a Second Language (ESL), a part of the Division of English and ESL at Imperial Valley College (IVC), began discussion on the necessity of a review for the College's ESL program. The result was the decision to revise the current curriculum to be more pedagogically sound by creating a clear programmatic scope and sequence, as well as to reflect the needs to the student population at IVC.

The initial impetus to review the curriculum was that there was no clear programmatic scope and sequence. As a result, there was no continuity in expectations of skill development from one level to another that was easily discernable. In addition, due to a renumbering of courses that had occurred several years previously that resulted in a mismatching of course numbers, it was often difficult for people outside of the department, new faculty, part-time faculty, and students to truly understand what courses were companion courses at each level. Beyond this, in examining the curriculum, the faculty determined that there were courses that were no longer in line with current trends of ESL teaching. For example, there was a two course sequence on phrasal verbs. The original purpose of the courses was to provide students with additional exposure to, and practice in, vocabulary. Through discussion, it was decided that

(Low Intermediate)			
Level 3 (Intermediate)	ESL 003	ESL 013	ESL 023
Level 4 (High Intermediate)	ESL 004		

Thereafter, instructors in each area (Writing and Reading) will meet to continue the dialogue which will also address the proposal that common finals be developed for all levels of developmental writing.

Collected by Jim Fisher, 9-9-11