

# Course Assessment– Part B: Your Results & Analysis

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Your Email \*

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

ESOL Level 3 – 1094054 – Luis Ziegner – Spring 2019

## Part B: Your Results

### DIRECTIONS

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. \*

I had a nice group of students, most of them attended classes regularly and I was able to see great progress in their English skills.

#### Outcome #1

\*

Read and answer questions about simple English stories or real world information.

% of students who successfully achieved the outcome (C or above) \*

90%

#### Outcome #2 \*

Write a short paragraph about my life and fill out personal information forms.

% of students who successfully achieved the outcome (C or above) \*

85%

#### Outcome #3 \*

Speak with a partner well enough to talk about my family or my job.

% of students who successfully achieved the outcome (C or above) \*

85%

## ANALYSIS

3. What contributed to student success and/or lack of success? \*

It was a successful term. I had a group of very committed students, who were really interested in learning English. Their attendance was very consistent, that contributed in their success.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. \*

This is the part where I really have work hard to motivate my students to believe in themselves and not give up coming to class and continually keep learning English. Very often we only see some students attending our classes for a couple of times and then we don't see them again. They think learning English is too hard for them. They feel they are not making any progress and then quit coming. The students that come to class regularly know and feel more confident in the progress they are making learning English.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) \*

Yes!

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? \*

I would definitely have more opportunities for the students to practice each kind of evaluation.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

None

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. \*

I had them do more oral practice, because the students at these beginning levels are very afraid to speak in English.

9. Describe how you explain information about course outcomes and their relevance to your students.

The students were informed about the assessments I will be doing this term. I told them that these assessments will help us see their English progress.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

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