

Course Assessment– Part B: Your Results & Analysis

#457

Your Email *

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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. *

Outcome 1: Speak independently

During the assessment, the topic of study was healthcare and wellness. During the assessment class, I used a variety of methods to assess students' independent speaking skills. I asked each student three questions over the course of the class. Also, each student asked a question of another student in the class, who then answered.

Outcome 2: Listen actively:

During this phase of the assessment, we chorally read a passage. Then, I asked questions for which the answers were included in the passage and took data on the responses.

Outcome 3: Read independently:

Students took an external reading assessment of their English at the beginning of the quarter and sent me the scores.. I asked that all students retake the assessment after the last class, but only two returned scores though I had requested they do so two weeks in a row. Therefore, I did not have enough data to make a determination using this method originally planned.

However, I did also weekly assess their reading, individually and chorally in every class. Therefore, I can comment on their proficiency in meeting the outcome and I will use this for data even though it was not what I had planned at the beginning of the quarter.

Outcome #1 *	Speak independently so others can understand using words, phrases, statements, questions, and high frequency commands that are highly relevant at home, work, and school.
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% of students who successfully achieved the outcome (C or above) *	95
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Outcome #2 *	Listen actively to understand highly relevant words and phrases in simple questions, statements, and high frequency commands.
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% of students who successfully achieved the outcome (C or above) *	100
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Outcome #3 *	Read independently with understanding highly-relevant symbols, numbers, and words in personal and environmental print.
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% of students who successfully achieved the outcome (C or above) *	95
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ANALYSIS

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

The flexibility and personalized learning allowed in this online format is helpful to my students. They take class from home, and can have children and other family members around. We liberally use mute and unmute, and they are increasingly comfortable with the technology. One student didn't meet the outcomes on the speaking or reading because she mutes herself and turns off her camera. I have had several conversations with her about how class works best for her. She had tried to attend classes back when they were face to face and quit because of a paralyzing anxiety and embarrassment. This way she can attend and listen. I check in with her after class.

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.

My students are always harder on themselves than I am. They want to immediately be fluent and understand everything. However, they also acknowledge they are progressing and when we remember their proficiency level when first beginning classes, they are happy with the results. However, they are busy and it's not easy to learn a new language. It's important to remind them of how far they've come.

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.)? *

The method of using a web-based external assessment to assess reading outcomes was useless and ineffective and therefore I had to modify the type of assessment at the 11th hour. Since students reading chorally as well as individually every class I know they can do so successfully. 100% of the students have read aloud as per Outcome 3 on multiple occasions. Furthermore, in addition to problems with participation and compliance on the originally planned external reading assessment, I realized an external reading test that isn't tied to the curriculum is meaningless in a 10 week course anyway. The breadth of English on a test of that nature is too great to be able to assess in an untargeted way and I don't support teaching to a test that is random smatterings of language.

I would like to put a greater emphasis on the fact that they can check out computers, as this would give some of them a larger screen who are taking the course on a cellphone (I mentioned this, but no one checked one out last time.)

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

There are no additional budget implications.

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

I had been trying to use breakout rooms, but the beginners didn't like it. I couldn't share my screen in the rooms and they need heavy scaffolding and sentence frames. We now work whole group and they are much happier and feel this is a better use of their time.

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

I explain to them that it's helpful for me to be able to take notes on their achievements in order to help me plan. I also report out the ways I've seen them grow. I try to keep it very low-pressure, as they are all very hard on themselves already and many lack confidence in schooling and the English language.

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:

N/A

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"

CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

CLO#3 – Quantitative Literacy – "Application/Analysis" and/or "Assumptions"

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