

Course Assessment– Part B: Your Results & Analysis

#387

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 so others can understand main ideas and related details in moderate-length conversations, instructions, or narratives about general interest topics.

Outcome # 1 achievement data: In the ESOL courses, we do not give tests or do formal assessments, so observation was how I assessed this outcome. Because I included this outcome, I integrated more class discussions into this course. I was pleasantly surprised with the progress my students made with their speaking. I witnessed increased confidence and ability to sustain a conversation in English for more extended periods of time from the majority of students. While I intended to assign a presentation to grade with a rubric, I did not do this. I did, however, assign a writing task with specific criteria. Students had to read their written work aloud in small groups as the starting point for a discussion. This assignment is tied into Outcome # 3, which I will describe in more detail below. Students did an excellent job with this task and I intend to include something similar, with the addition of the presentation scored with a rubric, in the future.

Outcome # 2: Read independently with understanding a range of simple, everyday or personal texts including: tables, graphs, maps, and diagrams conveying limited information and multipart or multiple pages of simple connected text.

Outcome # 2 achievement data: As previously stated, we do not give formal assessments in the ESOL courses, but I was able to informally evaluate students ability to read independently through readings provided in one of the grammar text I commonly use, as well as the short stories we read throughout the term. At the beginning of each unit out of the grammar text, there is a reading that introduces the topic of that unit. Students would read this independently before answering comprehension questions about the text. It is more difficult to evaluate reading comprehension without formal assessment, but I would say that the majority of students were able to successfully comprehend the provided texts. Additionally, the book that provided the short stories that we read, included a variety of comprehension, critical thinking, and vocabulary activities. The majority of students were able to complete these activities successfully.

Outcome # 3: Write independently to express meaning a few connected paragraphs with a main idea through a range of simple, functional and narrative texts to address work, community, family, academic, and creative purposes.

Outcome # 3 achievement data: Throughout the term, students wrote on the sentence level a great deal. While the various texts that I used provided some opportunities for independent writing, I used PowerPoints with images quite a lot and had students write sentences focusing on grammar points, specific vocabulary, etc. Students improved a great deal with their ability to write. The culminating task for them was an assignment where they had to write about their favorite vacation in at least 7 sentences. Though this assignment did not include several paragraphs, it was within their ability and did require connecting sentences. They had specific criteria to meet such as the inclusion of new vocabulary, as well as the use of numerous grammar points we learned throughout the term. Students took this assignment

seriously and made great efforts. The majority were able to successfully write this paragraph with minimal mistakes. I worked one on one with each student to review and help edit their work. This task was monumental for both me and them, as I was surprised at the focus and dedication they gave it and at their success in completing it.

Outcome #1 *	Speak independently so others can understand main ideas and related details in moderate-length conversations, instructions, or narratives about general interest topics.
% of students who successfully achieved the outcome (C or above) *	85%
Outcome #2 *	Read independently with understanding a range of simple, everyday or personal texts including: tables, graphs, maps, and diagrams conveying limited information and multipart or multiple pages of simple connected text.
% of students who successfully achieved the outcome (C or above) *	95%
Outcome #3 *	Write independently to express meaning a few connected paragraphs with a main idea through a range of simple, functional and narrative texts to address work, community, family, academic, and creative purposes.
% of students who successfully achieved the outcome (C or above) *	90%
ANALYSIS	
3. What contributed to student success and/or lack of success? *	I think what contributed to student success were the opportunities they had to practice the skills needed to achieve each course outcome. Because I was completing the course assessment outcomes this term, I focused on these in my lesson plans and activities more than in the past. The students who did not succeed were either at a lower level when entering the course and/or did not attend on a regular basis.
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. *	Unfortunately, my students did not complete the student evaluations, so I cannot compare their perceptions of end-of-term mastery. Based on my observations and conversations with them, I believe that they all felt they had improved in these areas.
5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	I would say that their achievement exceeded my expectations, especially with outcome # 1.
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	For me personally, I want to continue to choose course outcomes to focus on each term regardless of whether I am completing the course outcome assessment. Within the ESOL program, we have a lot of flexibility with curriculum, which is both nice and challenging. I think when I choose course outcomes to focus on, it results in increased student achievement. We have a great deal of standards and benchmarks to choose from, which can be overwhelming, but I realize now that choosing a few and focusing on those is beneficial for everyone.

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. *

This was my first assessment of this course.

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

I did not explain this to my students in a formal way. Perhaps because of the population of students that I teach, being non-native English speakers, this could be overwhelming or beyond their comprehension. That being said, I think I could find a way to explain it to them in simple terms. I will do this in the future.

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"

I did not make any changes or additions to instruction based on CLO # 1. Regarding CLO # 2, the short stories that we read throughout the term included a critical thinking component. We discussed what that meant each time we completed these activities. For ESOL students, this was challenging because they tend to find exact words and base their understanding on those, when sometimes, especially in literature, deeper thinking and evaluation is involved. We had some productive conversations surrounding this concept. Regarding CLO # 4, this is an ongoing theme in my courses. Working with students from other cultures presents great opportunity to look more deeply at culture in general. This is always an area of focus in my classes.

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