

# Course Assessment– Part B: Your Results & Analysis

#339

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 1-2 – 1093134 – Julie Belmore – Fall 2018

## 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: 3 out of the 8 students scored 18 points or above, indicating Level 3 listening skill.

Outcome #2: 7 out of the 8 students responded to the rental form questions appropriately.

Outcome #3: 7 out of the 8 students wrote legibly and appropriately on the rental form

### Outcome #1

\*

I can listen and understand simple questions and conversations:

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

38%

### Outcome #2 \*

I can read and understand common English words (for rent, sale, address, name, zip code).

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

88%

### Outcome #3 \*

I can fill out a personal information form.

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

88%

## ANALYSIS

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

The students who were not able to demonstrate an ability to listen at Level 3 or greater did not have the vocabulary necessary to understand the questions. Needed words included the following : guitar, writer, photographer or, the quiz used question words that were unfamiliar such as "How do you come to the college" or past tense terminology that we have not yet studied.

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. \*

Only 3 of the students rated themselves as Very Good at listening by the end of the course. This corresponds exactly with the number of students that assessed at Level 3 and were moved to the next level. Only 1 student rated themselves as poor at reading common English words at the end of the term and only 1 student was not able to complete the reading task, also showing correspondence. Finally, all of the students rated themselves at Fair or above in their ability to fill out a personal information form, which is just slightly higher than the assessment showed.

5. Did student achievement of outcomes meet your expectations for successfully

My expectations for outcome #1 were not met. #2 and #3 were met.

teaching to each outcome (question 4 from Part A) \*

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

I realize that I need to spend even more time focusing on question formation and response at this level. The grammar is a bit complicated and I think I glossed over it more than is ideal. This, along with general vocabulary deficit impacted the students' ability to move to the next instructional level. One caveat is that usually students do spend at least two terms in Level 1-2 before moving to Level 3, so perhaps my expectations for outcome #1 were too high.

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. \*

n/a

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

At the beginning of the term when we are looking at the syllabus I point out the simplified version of the course outcomes and we read and also translate them to Spanish for the Spanish-speaking students.

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:

These are all quite above the rudimentary level of English that we use in this class.

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"

Created  
11 Jan 2019  
5:31:25 PM

PUBLIC