

Course Assessment– Part B: Your Results & Analysis

#447

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. *

To assess listening, I used a listening placement exam with each student.

To assess reading comprehension, I had the students fill out a practice job application.

To assess writing ability, I also had the students fill out a practice job application.

Outcome #1

*

Listen actively to understand highly relevant words and phrases in simple questions, statements, and high frequency commands.

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

33%

Outcome #2 *

Read independently with understanding highly-relevant symbols, numbers, and words in personal and environmental print.

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

100%

Outcome #3 *

Write independently to express meaning in a few words and simple sentences that include personally relevant words, numbers, and phrases for daily needs.

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

100%

ANALYSIS

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

The students' success was measured by two very different tasks: While all three of the students were very good at the limited reading and writing required to fill out the information form and questions, the task of an oral listening assessment was much more difficult and did require a correct speaking response in order to assess. My goal of having 80% of the students being assessed as being ready to move up to Level 3 ESOL was probably overly ambitious for a Level 1 group.

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. *

Most of the students rated themselves as developing one or two levels in all three of the outcomes that were assessed. One student did not perceive that they had improved in reading and writing. The interesting difference from their self-

assessment our the outcome assessments is that while all of the students felt that had improved in listening and speaking, only 1 /3 of the students had actually reached the level that I was hoping they would reach. To me this signified that they had gained ability and confidence in their listening and speaking skills, but this growth was not reflected fully in the assessment I used. (For example, one of the questions in the oral exam asked "What's the weather like today?" Even though we talked about the weather every day in class, all of the student were puzzled by the word 'weather' and didn't answer. No doubt being in a 'testing' situation added stress and decreased their abilities.)

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

My goal was 80% of the students would meet the outcome. Outcome #1: 33% (NO) Outcome #2: 100% (YES) Outcome #3: 100% (YES)

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

Actually, I think that I would rephrase my answer to part 4 next time and would look for a certain level of improvement from each student rather than using an overly high goal of Level 3 ability. 2/3 of these students rated themselves as having no English ability at the beginning of the class, so moving up two levels in 10 weeks is not a realistic outcome. Offering the assessments at the beginning and end of the term would offer a better picture of student skill development.

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

none

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. *

Unsure. My last Part B for this class is not available due to the small class size.

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

This is very hard to do in a Level 1–2 ESOL class, but I do point out the outcomes on their syllabi and if all of the students speak Spanish, I switch to Spanish to tell them that these are the goals for the class and I will be assessing their abilities in these areas to make sure that my teaching practices are effective.

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"

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

These are all beyond the scope of this class.

**Contemporary Contexts" and "Understanding
Global Systems"**

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