

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 1-2 – 1094625 – Linnea Jaegar – Fall 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. *

All of the assessments were quite informal. The class is small so I can immediately grasp whether or not students are understanding the material and questions asked them. If they do not understand we immediately try to determine is it the vocabulary, the topic, the sentence construction, pronunciation, etc. and try to help students understand.

Outcome #1

*

Students will learn commonly used small talk phrases. These phrases will be practiced extensively. After a few weeks of practice students will individually be asked these phrases and I will record their answers and evaluate whether they have understood and responded appropriately.

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

all

Outcome #2 *

Students will read a short text each week. Then they will answer comprehension questions about the text.

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

all

Outcome #3 *

Students will be asked to fill out a personal information form.

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

all

ANALYSIS

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

Small class size, number of hours and regular attendance attributed to student success. Due to class size instructor can work with each individual student at their own pace and customize curriculum to match students abilities.

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. *

All of the students made improvements. All indicated on their questions that they had improved; however, the questions were problematic because the students didn't really understand what was being asked of them. I had to read the questions and explain them to the students.

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

All students are making improvements; however, the assessment questions need to be changed as indicated below.

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.)? *

After the assessment Kristen and I had a discussion about how we could make this information relevant and useful. The questions were not written in Spanish so the students really did not know what was being asked. Also, they were not stated in a way that students could easily understand what was being asked. In the future we are going to have these questions written in Spanish and have students not respond to question number one since we are an ungraded course.

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

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 don' remember last time I assessed students at this level.

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

I usually say to students something like, "I'm asking you these questions because I want to know what you remember from class and where we need to practice more."

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 Contemporary Contexts" and "Understanding Global Systems"

For my students our focus is always on communication of the message. Our goal is to help students understand and be understood when presenting their ideas. Also, cultural awareness is often discussed because we are a group from many different cultures and we are constantly learning from one another. Ubaldo Hernandez a community organizer and worker for Columbia River Keeper. He is frequently visiting our classes to engage, inform and motivate the LatinX community in environmental issues and civic responsibilities.

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