Course Assessment– Part B: Your Results & Analysis   #445

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 4-5 – 1095159 – Courtney Cunningham – Winter 2020

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. *	ESOL courses at CGCC do not contain graded assignments, therefore, assessment of in-class activities and tasks are done formatively through observation. For this particular course, out of the six students who attended regularly and completed the course, all of them successfully achieved each of the specified outcomes. In fact, I witnessed more progress from these students than I've seen in any other ESOL course at CGCC.

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) *	100%
Outcome #2 *	Listen actively to understand main ideas and details in extended conversations, presentations or narratives about varied, general interest topics.
% of students who successfully achieved the outcome (C or above) *	100%
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) *	100%

ANALYSIS

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

I contribute the success of this course to the student dynamics. This group of students established a strong community. They supported and encouraged each other and as a result were more open and willing to use their language and make mistakes. Making mistakes leads to incredibly learning opportunities. I also contribute the student success to my approach to teaching. We focused a lot on conversation and discussion, which in turn, led to increases in speaking and listening skills. I also had a few focused writing assignments. I worked with students one on one to revise and edit their work. They hand wrote paragraphs and after I provided feedback they typed them in the computer lab. With a small group of students, I was able to do this and it helped tremendously.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take	I found that the students' perception of their end of term understanding was equal to my assessment of their achievement.

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.
*

**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.)?** *

With ESOL, you simply don't know who you're going to get and at what
level they are until students register. You have to spend the first week or
two formatively assessing students and determining what they need.
You are always adjusting the curriculum to best suit the unique needs of
the students you get. It's very much a term to term situation. I've never
taught the same curriculum twice during my time as an ESOL instructor
at CGCC.

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

I have no way of knowing this until I get the students. I have access to
materials and resources that work, but I also supplement with authentic
resources I find on the internet or resources that I create myself.

**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.** *

N/A

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

As far as this is concerned, I don't explain these to our students. Each
"course" is different. Student proficiency levels and needs drive the
curriculum. With different students each term, you respond to these
needs differently each time you teach a course. As far as them filling out
the student course evaluations, I have to emphasize to them that these
evaluations are about me, not them. I inform them that their responses
help me better understand how I am meeting their needs through my
instruction and that their participation helps guides me for future
teaching.

**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"**

Cultural awareness was a major focus in this course. With students from
Russia, Thailand, and Mexico, I was fortunate to have a multicultural
group of students. We learned about each other's cultures, as well as
other cultures around the world. As for the other CLOs, critical thinking
and problem solving, as well as community and environmental
responsibility were present in the course, but communication, in the way
it is described according to the CGCC CLO was not.

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

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