

# Course Assessment– Part B: Your Results & Analysis

#465

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](mailto:ggilliland@cgcc.edu). ESOL – Level 5 –1096046 – Linnea Jaeger – Fall 2020

## Part B: Your Results

Using Flipgrid to report responses. 3 students participated.

### 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

\*

All the students who completed the Flipgrid assignment were successful. However, some students did not do it.

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

100

#### Outcome #2 \*

Interpret diagrams and graphs.

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

100%

#### Outcome #3 \*

Writing emails. Those students who wrote emails (3-4) did show improvement in their writing.

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

100

### ANALYSIS

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

This was a very unusual assessment because I had hoped to assess assignments that were submitted outside class time. However, I learned that some students were unable to complete homework due to their busy lives. I realize now that I should only be doing in-class assessments while we are teaching all on-line.

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. \*

Obviously I don't know which students submitted what answers, but, reflecting on the results I can guess who is who and would say the responses do reflect my assessment of their levels.

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

Not really because I realize that not all students have time to participate in out-of-class work; however, I am happy with the results from those

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

that submitted work. I am thinking to continue with Flipgrid assignments for those who wish to record

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

If I want 100 percent participation in an assessment activity it must be in-class.

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. \*

The last assessment was very different because we were in person. I recognize that in our online class it is more of an informal, ongoing assessment happening throughout the 6 class hours.

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

I tell students that this is what we are focusing on in learning; for example, speaking to be understood is one of our course outcomes and students usually already recognize this and make the connection to their lives.

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"

CLO#3 – Quantitative Literacy – "Application/Analysis" and/or "Assumptions"

In our multi-cultural class we often take time to appreciation and learn about one another's culture and values. CLO #4

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