Course Assessment- Part B: Your Results & Analysis   COMPLETE   #623

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ESOL 10-ESOL-Levels 1-2, Pre/Beginning Literacy- Louis Zienger- Fall 2023

* 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 reading comprehension, i had the students fill out a practice job application.

To assess speaking, the topic of study was Daily Routines. I asked each student 3 questions and listened to his/her answers. Also, each student asked a question to another student in the class, who then answered the question.

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

* Outcome #1

Read and understand common English words (greetings, for rent/sale, address, name, zip code). 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 #2

Speak independently so others can understand using words, phrases, statements, questions, and high frequency commands that are highly relevant at home, work, and school.

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

95%

* 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.
(I can fill out a personal information form)

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

100%

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

Definitely attendance attributed to students individual success. The group size was manageable. I was able to work in small groups and help students at their own pace and customize the curriculum to meet the needs of my students and their 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 my students made improvements. Although they are harder on themselves, they want to be able to understand everything, but I remind them of the huge effort and progress they are making. I encouraged them to speak English in public places as much as they can and not be afraid to make mistakes. They feel more confident speaking English in public.

* 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.)?

I find student instruction a bit challenging when some of my students don't have much educational background. Some of them are illiterate in their native language. So for me to explain about verbs, nouns, adjectives and sentence formation, even when I do it in Spanish, it is like speaking a foreign language to them. But it's very rewarding to see my students towards the end of the term being able to speak and respond more in English.

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.

I don't 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 tell my students in Spanish at the beginning of the term the goals for the class and that I will be assessing their skills in these areas to make sure they understand where we are going and what they need to do to have a successful term.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development"and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

N/A