
Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

ESOL 30/40- ESOL Level 3 High Beginning/Level 4 Low Intermediate- Jon Kleeman- Part B Winter 2025

*** 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.**

Outcome 1 (READING) was based on a writing assignment that was presented to the class through reading and the use of a reading rubric.

Outcome 2 (SPEAKING) was a speaking presentation based on a computer-based writing assignment. A presentation rubric was used

Outcome 3 (WRITING) was a paper to computer writing assignment. A writing rubric was used

*** Outcome #1**

Read independently with understanding a range of personal and simplified texts and some simple, everyday texts including: small blocks of simple text, simple tables, graphs and diagrams, and short paragraphs.

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

75%

*** Outcome #2**

Speak independently so others can understand key information in simple conversations and short narrative explanations or descriptions on familiar topics.

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

89%

*** Outcome #3**

Write independently to express meaning a few short paragraphs or simple instructions that are personally relevant or functional to address work and family purposes.

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

71%

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

Scaffolding, breaking the assignments down into separate pieces and then putting them together in the end. Feedback through Google Drive/doc comments. Active listening and credit for asking questions by audience members and good answers from presenters.

*** 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.**

Each time students see and document improvement with the outcome activities. They become more comfortable expressing themselves with each outcome activity. They also self assess using a blank rubric. Computer should are also improving.

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

Yes, the improvement is gradual, and everyone is moving forward toward their goals.

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

Some students want more English classes. 4x or not 5 per week.
Students share how they learn outside of class and I encourage them to interact with each other and myself of the chat groups or with AI Chatbots, Apps etc

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

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*** 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.**

More emphasis on technology to better prepare students for Future Ready Skills, as well as Cooperative Skills.

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

Feedback. Rubric explanation. Self reflection.

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. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

Communication is most important for most at their current level of English proficiency. But we learn about Carnival, Migrant workers, and special days around the world. People share food from their home.
I use the Blooms Taxonomy to ask a variety of questions and to practice Higher Order Thinking Skills.