



Course Assessment - Part B: Your Results & Analysis

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Please select your course and name from the drop-down menu.

ESOL40/50-ESOL- Level 4 & 5-Catherine Brown- Part B-Winter2026

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 Achievement Data

Outcome achievement data was collected in each case by visiting breakout rooms in order to listen to individual students and to ensure I can answer questions related to the assessments.

2. Report the percentage of students who successfully achieved the outcome at a C or above. (Outcome #1, #2, #3 can be copied/pasted from question 1 of Part A)

Outcome #1:

Speak independently: Speak independently so others can understand main ideas and related details in moderate-length conversations, instructions, or narratives about general interest topics. After watching the video depicting candidates at a job fair and reading text related to job relocation, job seeking strategies and resumes, students will engage in conversations in breakout rooms related to their own experiences about how they chose where to live in the US, as well as recounting their experience with seeking employment. They will also explore questions related to how they would answer common job interview questions. Each student will ask two questions and two follow-up questions, based upon the answers to the initial questions.

100% of the students were successfully able to ask questions and 90% of the students were able to successfully ask related follow up questions. 80% consistently correctly utilized the past tense and present perfect tenses when relating past job seeking experience.

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

100, 90, and 80, as per above

Outcome #2

Listen actively: Listen actively to understand main ideas and details in extended conversations, presentations or narratives about varied, general interest topics.

Students will view a video depicting a job fair and answer comprehension questions related to the content of the candidates' responses to job recruiters.

100% of students were able to correctly answer comprehension questions related to the content of the candidate's responses to the recruiters.

Percentage (%) of students who successfully achieved the outcome (C or above) 100

Outcome #3

Read independently: Read independently with understanding a range of simple, everyday or personal texts including: tables, graphs, maps, and diagrams conveying limited information and multipart or multiple pages of simple connected text.

After reading a passage related to relocating for work, along with viewing a graph and map indicating which regions of the US receive the highest current levels of relocation for work opportunities, students will answer comprehension and synthesis questions related to text content and information from the graph and map.

100% were able to answer the comprehension questions. 85% were successful on the synthesis questions.

Percentage (%) of students who successfully achieved the outcome (C or above) 100 and 85, respectively

Analysis

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

I began the lesson introducing the instructional objectives, taught the lesson with frequent pauses for elaboration and to answer questions, then modeled how to successfully achieve the task before sending the students to breakout rooms. I visited each breakout room multiple times in order to complete the assessments.

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.

Students perceived themselves to have improved, and I agree. The term was shorter than usual (only 7 weeks), so the progress was less robust than previous terms, but students achieved the stated goals.

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 felt happy with the outcomes.

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

None needed

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 have increased the number of times students practice in breakout rooms, giving smaller chunks of instruction followed by practice. I think it's helpful for their engagement and progress.

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

I begin each lesson going over the objectives, and review previous lessons at the beginning of each class. We revisit the flow of the lessons, and occasionally revisit previous grammar instruction as well.

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: Intercultural Knowledge and Competence. 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 - "Assumptions"