

Course Assessment – Part A: Your Plan

#401

Your Email *

Please select your course & 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.

PC – Reading & Writing I (Synchronous) – 1094601 – Andrew Carmicheal – Fall 2019

Part A: Your Plan
DIRECTIONS

Students will improve their ability to write simple, compound and complex sentences at a basic level

1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):

Outcome #1 *

Outcome #2 *

Students will increase their knowledge of common academic vocabulary

Outcome #3 *

Students will be able to use effective spelling, punctuation and capitalization to complete everyday writing tasks such as writing a cover letter, resume or email.

Have you completed an assessment for this course prior to this term? No

If yes, are you assessing different outcomes? Yes

Comments: I've done an assessment for Reading/Writing I/II combined. I Outcomes #1 is from that course and Outcome #2 is similar. Outcome #3 is new.

2. To which degree(s) or certificate(s) does your course map?
Degree, Certificate, & Program Outcomes

- Pre-College Program

Method of Assessment

After learning the variety of sentence types, 80% of the students in Pre-college R/W I will be able to incorporate and identify at least one simple, one compound and one complex sentence in a paragraph.

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

Outcome #1: Method to assess student understanding *

Outcome #2: Method to assess student understanding *

After learning academic words commonly found on the GED test, students in Pre-college R/W I will be able to choose the correct answer on GED practice tests that use the vocabulary (for example "generalize") with at least 80% accuracy.

Outcome #3: Method to assess student understanding *

After reviewing common errors in spelling, punctuation, and capitalization and reviewing models of good and bad resumes, 80% of the students in Pre-college R/W I will be able to produce a resume with no more than 2 errors in spelling, punctuation or capitalization.

4. How will you know if you were successful in your efforts to teach this outcome? 80% or more of the students will have successfully incorporated and identified each of the three sentence types listed in their paragraph.

Outcome #1: *

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? * The students will answer questions on the GED practice test that incorporate the target vocabulary with 80% accuracy.

Outcome #3: How will you know if you were successful in your efforts to teach this outcome? * 80% of the students will create a resume with no more 2 errors in spelling, punctuation or capitalization.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation.
Question #1 What did you feel like was the most helpful part of the class?

Question #2 What did you feel like was the least helpful part of the class?

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends) NO

Reminder, when completing Part B, instructors will be asked the following questions:
Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Core Learning Outcomes (CLO):
1. CLO#1 – Communication – "Sources and Evidence" and/or "Organization and Presentation"
2. CLO#2 – Critical Thinking/Problem Solving – "Student Position" and/or "Evaluate Potential Solutions"
3. CLO#4 – Cultural Awareness – "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions")
4. CLO#5 – Community and Environmental Responsibility – "Understanding Global Systems and/or "Applying Knowledge to Contemporary Global Contexts"

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