Course Assessment – Part A: Your Plan   #468

Your Email *

| 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. | ESOL – Level 1-2 – 1096036 – Cathrine Brown – Fall 2020 |

| Part A: Your Plan
DIRECTIONS
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): | Speak independently so others can understand using words, phrases, statements, questions, and high frequency commands that are highly relevant at home, work, and school. |

| **Outcome #1** * | |

| **Outcome #2** * | Listen actively to understand highly relevant words and phrases in simple questions, statements, and high frequency commands. |

| **Outcome #3** * | Read independently with understanding highly-relevant symbols, numbers, and words in personal and environmental print |

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

| If yes, are you assessing different outcomes? | Yes |

| Comments: | |

| 2. To which degree(s) or certificate(s) does your course map?
Degree, Certificate, & Program Outcomes | • English for Speakers of Other Languages (ESOL) |

| Method of Assessment

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 * | During the last two weeks of the term, I will be specifically asking relevant questions to students in our Zoom classes within the context of our lesson, noting and analyzing the results. In order to avoid anxiety, I will not inform them I am 'assessing' them in a formal sense. |

| Outcome #2: Method to assess student understanding * | I will be asking students to select and identify highly relevant words and phrases during the last two weeks of class. Although I will be gathering data, I will not inform students I am 'assessing' them in a formal sense. |

| Outcome #3: Method to assess student understanding * | Each student will be sent a link to a google form that will assess their reading of highly relevant symbols, numbers and words in personal and environmental print. I will score each quiz and aggregate the data. |

| 4. How will you know if you were successful in your efforts to teach this outcome? | The benchmark for meeting this outcome will be a 70% correct number of responses per student. |

Outcome #1: *

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *

The benchmark for meeting this outcome will be a 70% correct number of responses per student.

Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *

The benchmark for meeting this outcome will be a 70% correct number of responses per student.

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5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation.
Question #1

What was most helpful about the class this term? Por favor, explique cuáles aspectos del curso de inglés en linea fue más efectivo.

Question #2

What specifically could the instructor do to improve your experience of learning online? Por favor, explique qué puede hacer la maestra de inglés para mejorar su manera de enseñar clases en linea.

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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