Course Assessment – Part A: Your Plan   #474

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 5 – 1096046 – Linnea Jaeger – 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): **Outcome #1** *	Speak independently so others can understand main ideas and related details in moderate–length conversations, instructions, or narratives about general interest topics.
Outcome #2 *	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.
Outcome #3 *	Write independently to express meaning a few connected paragraphs with a main idea through a range of simple, functional and narrative texts to address work, community, family, academic, and creative purposes.
Have you completed an assessment for this course prior to this term?	Yes
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** *	Students will respond to a topic on flipgrid. Their oral response will be recorded and classmates will respond. The classmates' response will indicate whether or not students are completely understood.
Outcome #2: Method to assess student understanding *	Students will chose between a variety of graphs, tables or diagrams and explain the meaning of the graph, table or diagrams.
Outcome #3: Method to assess student understanding *	Students will send me 3 letters via email. These letters will be scored orally and together to ensure that students understand where improvements need to be made.

4. How will you know if you were successful in your efforts to teach this outcome?	If students are clearly understood by myself.
Outcome #1: *	
Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *	If students explain the information on the graph correctly then I will know they have understood.
Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *	For this outcome I am looking for improvement in development of ideas and grammatical control. Each letter will be discussed at length and areas of improvement will be explained. Each letter will be evaluated to check whether or not the before-mentioned errors have diminished or are gone.
5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1	What activities in the online class did you enjoy most? (breakout rooms, grammatical explanations, youtube videos, off2class videos, homework, individual meetings, etc.
Question #2	Would you enroll in an online English class again?
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"	CLO #1 – Students will be organizing their ideas and explaining political graphs, diagrams or charts

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