

## Course Assessment - Part A: Your Plan

COMPLETE

#778

**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 [swade@cgcc.edu](mailto:swade@cgcc.edu).**

ESOL 40/50- ESOL- Level 4, Low Intermediate/Level 5, High Intermediate/Advanced- Catherine Brown- Part A- Winter 2026

**\* 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**

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

**\* Outcome #3**

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.

**Have you completed an assessment for this course prior to this term?**

Yes

**If yes, are you assessing different outcomes?**

No

**Comments:**

These are the only relevant outcomes that I can assess in the online synchronous format. I change the tasks, and the levels and student profiles differ each time.

**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**

After watching a 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).

**\* Outcome #2: Method to assess student understanding**

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

**\* Outcome #3: Method to assess student understanding**

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.

**\* 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

The benchmark for meeting this outcome is to observe improved comprehensibility, content, pronunciation and grammar for each student as evidenced in their breakout room conversations. The follow up questions must demonstrate that the student has created them extemporaneously, based upon the response to the prior question.

**\* 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.

**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 Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Evidence" and/or "identify strategies" 3. ILO#4 - Intercultural Knowledge and Competence - "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 4. ILO#5 - Community and Environmental Responsibility 5. ILO#3 - Quantitative Literacy - "Assumptions"

(No response)