



Course Assessment Report - 4 Column

Great Basin College

Courses (ENG) - English

Course Outcomes 1 and ctu.unitid = 551	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>ENG 101 - Composition I - Generate ideas for writing - Generate ideas for writing</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/15/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Students are able to come up with topics to write about.</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: All students should be able to do this.</p>	<p>06/16/2015 - Of the students who finished the course, all could do this.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	
<p>ENG 101 - Composition I - Choose appropriate point of view, diction - Choose appropriate point of view, diction.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/15/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Essays</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: All should be capable of doing this.</p>	<p>06/16/2015 - All but one student were capable of choosing the appropriate tone and diction. One student had a difficult time maintaining a consistent point of view.</p> <p>Criterion Met: No</p> <p>Reporting Period: 2014-2015</p>	<p>06/16/2015 - This was a highly individual issue—almost a matter of how the student sees the world. When I encounter the problem again, I will recommend the student seek additional tutoring, or come and see me.</p>
<p>ENG 101 - Composition I - Rhetorical patterns and apply principles of coherence, clarity and unity - Organize essay into relevant rhetorical patterns and apply principles of coherence, clarity and unity</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/15/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Evidence in papers</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: 80 % of students should achieve this</p>	<p>06/16/2015 - All students had the basic organization of papers down. One struggled with coherence.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	
<p>ENG 101 - Composition I - Apply fundamentals of revision - Apply fundamentals of revision</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/15/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Reflections at the end of papers which describe the writing process used in the papers.</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: Students should all be able to do this.</p>	<p>06/16/2015 - Students all revised—some not perfectly.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>06/16/2015 - Each class is different, and the needs of each class are correspondingly different. However, I may in future need to spend more time with whole-class revision exercises.</p>
<p>ENG 101 - Composition I - Explain implicit meanings in texts - Explain implicit meanings in texts</p> <p>Next Assessment: 2018-2019</p>	<p>Assessment Measure: Analysis essay and synthesis essay.</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion:</p>	<p>06/16/2015 - To varying degrees, they all were.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	

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Start Date: 06/15/2015	Students should all be able to do this		
Course Outcome Status: Active			
ENG 101 - Composition I - Relate texts to own experience and to outside readings - Relate texts to own experience and to outside readings Next Assessment: 2018-2019	Assessment Measure: Essays, class discussions Assessment Measure Category: Assignment - Written Criterion: They all should be able to do this	06/16/2015 - They all did Criterion Met: Yes Reporting Period: 2014-2015	06/16/2015 - Keep using the Literary Nevada text. It's cheap, and the students often know a few of the authors.
Start Date: 06/15/2015 Course Outcome Status: Active			