



# 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 (Orr) - Composition I - Identify main ideas and differentiate those from supporting details. - Identify main ideas and differentiate those from supporting details.</p> <p><b>Next Assessment:</b><br/>2018-2019</p> <p><b>Start Date:</b><br/>06/15/2015</p> <p><b>Course Outcome Status:</b><br/>Active</p> | <p><b>Assessment Measure:</b><br/>Evaluate student discussion of readings; evidence in written essays.</p> <p><b>Assessment Measure Category:</b><br/>Assignment - Written</p> <p><b>Criterion:</b><br/>N/A</p> | <p>06/16/2015 - Utilized the results of the Process Analysis Essay – Summarizing Exercise – 92 % received C or better</p> <p><b>Criterion Met:</b><br/>Yes</p> <p><b>Reporting Period:</b><br/>2014-2015</p>   | <p>06/16/2015 - Continue using this assignment for practice in summarizing.</p>   |
| <p>ENG 101 (Orr) - Composition I - Faulty mechanics and structure - Recognize and correct faulty mechanics and structure.</p> <p><b>Next Assessment:</b><br/>2018-2019</p> <p><b>Start Date:</b><br/>06/15/2015</p> <p><b>Course Outcome Status:</b><br/>Active</p>  | <p><b>Assessment Measure:</b><br/>Evaluate error analysis exercises.</p> <p><b>Assessment Measure Category:</b><br/>Assignment - Written</p> <p><b>Criterion:</b><br/>N/A</p>                                   | <p>06/16/2015 - All students received a detailed review of the First essay identifying every error related grammar, punctuation, spelling, and mechanics. Textbook references were given for each error so students could review.</p> <p><b>Criterion Met:</b><br/>Yes</p> <p><b>Reporting Period:</b><br/>2014-2015</p>   | <p>06/16/2015 - Continue error review with the first essay.</p>   |
| <p>ENG 101 (Orr) - Composition I - Diction and tone based on purpose, audience, &amp; topic - Use appropriate diction and tone based on purpose, audience, &amp; topic.</p> <p><b>Next Assessment:</b><br/>2018-2019</p> <p><b>Start Date:</b><br/>06/15/2015</p> <p><b>Course Outcome Status:</b><br/>Active</p>        | <p><b>Assessment Measure:</b><br/>Evaluate quality of written essays; rubric evaluation.</p> <p><b>Assessment Measure Category:</b><br/>Assignment - Written</p> <p><b>Criterion:</b><br/>N/A</p>               | <p>06/16/2015 - Students struggle with the concept of writing to a general audience – third person point of view. By the final essay (persuasion) most have made this adjustment.</p> <p>The current textbook effectively illustrates the pattern of development (purpose) for each writing assignment.</p> <p><b>Criterion Met:</b><br/>Yes</p> <p><b>Reporting Period:</b><br/>2014-2015</p> | <p>06/16/2015 - Continue the process of moving student writing from a first or second person point of view to third person. Continue to emphasize the shift to formal language. Continue the discussion of pattern of development and how it relates to purpose using the Longman Writer.</p> |
| <p>ENG 101 (Orr) - Composition I - Construct coherent, well-developed paragraphs - Construct coherent, well-developed paragraphs.</p> <p><b>Next Assessment:</b><br/>2018-2019</p> <p><b>Start Date:</b><br/>06/15/2015</p> <p><b>Course Outcome Status:</b></p>   | <p><b>Assessment Measure:</b><br/>Evaluate quality of written essays; rubric evaluation.</p> <p><b>Assessment Measure Category:</b><br/>Assignment - Written</p> <p><b>Criterion:</b><br/>N/A</p>               | <p>06/16/2015 - Relates directly to Outcome #6.</p> <p><b>Criterion Met:</b><br/>Yes</p> <p><b>Reporting Period:</b><br/>2014-2015</p>   | <p>06/16/2015 - Additional review on paragraph development.</p>   |

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|---|--|--|---|
| Active  |  |  |   |
| <p>ENG 101 (Orr) - Composition I - Revise written assignments using the writing process. - Revise written assignments using the writing process.</p> <p><b>Next Assessment:</b><br/>2018-2019</p> <p><b>Start Date:</b><br/>06/15/2015</p> <p><b>Course Outcome Status:</b><br/>Active</p>  | <p><b>Assessment Measure:</b><br/>Look for evidence of revision in final draft of each essay.</p> <p><b>Assessment Measure Category:</b><br/>Assignment - Written</p> <p><b>Criterion:</b><br/>N/A</p>                                       | <p>06/16/2015 - Compared draft essays to final essays to determine how much revision had taken place. Only about 10% of students completed any significant revision between the draft and the final version of each essay.</p> <p><b>Criterion Met:</b><br/>No</p> <p><b>Reporting Period:</b><br/>2014-2015</p>   | <p>06/16/2015 - Increased emphasis on revising. More reflection the revision process in the grading rubric.</p> <hr/> |
| <p>ENG 101 (Orr) - Composition I - Basic essay demonstrating effective paragraph and essay organization - Construct a basic essay demonstrating effective paragraph and essay organization.</p> <p><b>Next Assessment:</b><br/>2018-2019</p> <p><b>Start Date:</b><br/>06/15/2015</p> <p><b>Course Outcome Status:</b><br/>Active</p>                           | <p><b>Assessment Measure:</b><br/>Evaluate quality of written essays; rubric evaluation.</p> <p><b>Assessment Measure Category:</b><br/>Assignment - Written</p> <p><b>Criterion:</b><br/>N/A</p>  | <p>06/16/2015 - Most students were above average for the rubric criteria on paragraph development. Some additional emphasis on full development of a topic is still needed. Some paragraphs were only two or three sentences.</p> <p><b>Criterion Met:</b><br/>Yes</p> <p><b>Reporting Period:</b><br/>2014-2015</p>   | <p>06/16/2015 - Spend an additional class period on fully developing paragraphs (making it longer).</p> <hr/>         |
| <p>ENG 101 (Orr) - Composition I - Write clear, defined thesis statements - Write clear, defined thesis statements.</p> <p><b>Next Assessment:</b><br/>2018-2019</p> <p><b>Start Date:</b><br/>06/15/2015</p> <p><b>Course Outcome Status:</b><br/>Active</p>   | <p><b>Assessment Measure:</b><br/>Observe class practice sessions; Look for evidence in written essays; Utilize rubric evaluations.</p> <p><b>Assessment Measure Category:</b><br/>Assignment - Written</p> <p><b>Criterion:</b><br/>N/A</p> | <p>06/16/2015 - Each major writing assignment was evaluated for a controlling idea. Students still struggle with the concept of thesis statements (controlling ideas). Although students should come to English 101 with a basic understanding of thesis statements, many don't.</p> <p><b>Criterion Met:</b><br/>No</p> <p><b>Reporting Period:</b><br/>2014-2015</p> | <p>06/16/2015 - Add an additional assignment (in-class exercise) on thesis statements.</p> <hr/>                      |
| <p>ENG 101 (Orr) - Composition I - Print and Internet sources, as well as GBC library databases - Utilize print and Internet sources, as well as GBC library databases, to find appropriate articles and information.</p> <p><b>Next Assessment:</b><br/>2018-2019</p> <p><b>Start Date:</b><br/>06/15/2015</p> <p><b>Course Outcome Status:</b><br/>Active</p> | <p><b>Assessment Measure:</b><br/>Evaluate student skills at making the appropriate article choices for written essays.</p> <p><b>Assessment Measure Category:</b><br/>Assignment - Project</p> <p><b>Criterion:</b><br/>N/A</p>             | <p>06/16/2015 - Use of outside sources for the process analysis essay and the persuasive essay.</p> <p><b>Criterion Met:</b><br/>Yes</p> <p><b>Reporting Period:</b><br/>2014-2015</p>   | <p>06/16/2015 - Continue with the introduction of source material in preparation of English 102.</p> <hr/>            |
| <p>ENG 101 (Orr) - Composition I - Complete one community-based writing assignment - Complete one community-based writing assignment.</p>   | <p><b>Assessment Measure:</b><br/>Evaluate the persuasive writing assignment for community connections.</p>  | <p>06/17/2015 - Persuasive essay required discussion of a local issue.</p> <p><b>Criterion Met:</b></p>  | <p>06/17/2015 - Continue with the persuasive essay assignment (focus on a local issue).</p>                           |

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| <b>Next Assessment:</b><br>2018-2019<br><b>Start Date:</b><br>06/15/2015<br><b>Course Outcome Status:</b><br>Active  | <b>Assessment Measure Category:</b><br>Assignment - Written<br><b>Criterion:</b><br>N/A  | Yes<br><b>Reporting Period:</b><br>2014-2015  |  |
| ENG 101 (Orr) - Composition I - Show readiness for ENG. 102 – Composition II - Show readiness for ENG. 102 – Composition II.<br><b>Next Assessment:</b><br>2018-2019<br><b>Start Date:</b><br>06/15/2015<br><b>Course Outcome Status:</b><br>Active                            | <b>Assessment Measure:</b><br>Evaluate development of knowledge, skills, and behaviors necessary for advancement to English 102.<br><b>Assessment Measure Category:</b><br>Evaluation<br><b>Criterion:</b><br>N/A                    | 06/17/2015 - A grade of 60% or better in the class.<br>92 % of the class met this standard.<br><b>Criterion Met:</b><br>Yes<br><b>Reporting Period:</b><br>2014-2015  | 06/17/2015 - Work on moving the 60% to 70% students to 70% or better. A grade of at least C is a better indicator of English 102 readiness.  |
| ENG 101 (Orr) - Composition I - oral communication - Use oral communication to effectively define meaning during peer review and tutor review sessions.<br><b>Next Assessment:</b><br>2018-2019<br><b>Start Date:</b><br>06/15/2015<br><b>Course Outcome Status:</b><br>Active | <b>Assessment Measure:</b><br>Record completion of peer review and tutor review sessions associated with each primary writing assignment.<br><b>Assessment Measure Category:</b><br>Assignment - Written<br><b>Criterion:</b><br>N/A | 06/17/2015 - Peer review participation averaged 83%<br>Criterion Met: Yes<br>Tutor review participation averaged 60%<br>Criterion Met: No<br><b>Criterion Met:</b><br>Yes and No<br><b>Reporting Period:</b><br>2014-2015 | 06/17/2015 - Peer reviews – switch to a rubric evaluation to increase accountability<br>Tutor reviews – increase emphasis.<br>Also, make greater use of online tutoring - Smarthinking |