Course Outcomes 1 and ctu.unitid = 551	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
ENG 102 - Composition II - Accuracy and suitability - They will evaluate that sources for accuracy and suitability. **Next Assessment:** 2018-2019 **Start Date:** 06/15/2015 **Course Outcome Status:** Active	**Assessment Measure:** Statistics Quiz **Assessment Measure Category:** Exam **Criterion:** All students will receive a 70% or higher on quiz.	06/16/2015 - All but one student scored over 70%. All students passed the quiz. **Criterion Met:** Yes and No **Reporting Period:** 2014-2015	06/16/2015 - I am fairly well pleased with the results here. However, I do want to make this component a more prominent portion of the course. To do this, I plan to use group discussions more often to solidify the skill. I also plan to expand the assessment of the skill to include a project (perhaps using Facebook) so that students get a taste of a real-life application of the skill.
ENG 102 - Composition II - MLA or APA format - Students will follow guidelines to document all ideas not their own according to MLA or APA format. **Next Assessment:** 2018-2019 **Start Date:** 06/15/2015 **Course Outcome Status:** Active	**Assessment Measure:** Final Paper Rubric, Items 2 and 3 **Assessment Measure Category:** Assignment - Written **Criterion:** 80 % of students should achieve a 75% or better on this criterion.	06/16/2015 - 70 % of the students achieved a 75% or better on this criterion. Criterion Met: No (However, if I measured only "giving credit" for sources, the pass rate would have been higher here. These items also measured discussing and using the material.) **Criterion Met:** No **Reporting Period:** 2014-2015	06/16/2015 - Instead of writing longer papers, I will have students do more guided practice in the art of incorporating ideas from a source in a meaningful way.
ENG 102 - Composition II - Academic prose - Students will produce academic prose: that is, prose that follows conventions for format, tone, and style. **Next Assessment:** 2018-2019 **Start Date:** 06/15/2015 **Course Outcome Status:** Active	**Assessment Measure:** Final Paper Rubric, Items 4, 5 and 6 **Assessment Measure Category:** Assignment - Written **Criterion:** 80 % of students will achieve a 70% or better on this measure.	06/16/2015 - 70% of students met criterion. However, students who met his criterion met it very well; The mode for this objective was a perfect score **Criterion Met:** No **Reporting Period:** 2014-2015	06/16/2015 - The cause of failure of this objective rests on student fatigue. More than one students said "I wish I'd taken more time with this paper." I suspect that some of the measures I'm taking to address other issues may help here. I thought about issuing a pound of coffee for each student during the last week of class. Ultimately, though, I believe I will require a rough draft for this paper, and make it worth enough points that students will not skip it. **Follow-Up:** 06/16/2015 - I chose this class to evaluate because I switched books, to

Course Outcomes 1 and ctu.unitid = 551	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
			Follow-Up: Using Sources Effectively. The book contains fewer of the abstractions than most of the composition textbooks I've met. It also contains more, much more of the practical advice students need to see just how to include other people's ideas, and how to use those ideas. It's available on Amazon for under $40.00, which is also a plus. At the end of the semester, I had students tell me about their experience with the book. It was overwhelmingly positive. The only drawback of the book is that there aren't many exercises in the book. (There are quite a few quizzes, but not much opportunity for students to practice the skills.) I will address that drawback as I redesign the course for the spring semester.