



# Course Assessment Report - 4 Column

## Great Basin College

### Courses (ENG) - English

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>Courses (ENG) - English - ENG 102 (Orr) - Composition II - Display effective written communication skills - Display effective written communication skills. (General education requirement for communication skills – written communication) (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 12/09/2013</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Evaluate writing assignments using a grading form that addresses the written communication requirements from the general education section of the GBC 2013 – 2014 Catalog.</p> <p><b>Assessment Measure Category:</b> Assignment - Written</p> <p><b>Criterion:</b> For actively involved students, at least 75% of the points possible for Research Paper 1 and Research Paper 2. This is a 5% increase from S-13</p>	<p>11/21/2014 - All students who were actively involved for the entire semester received scores of 75% or better. Overall scores were significantly better than S-13 although much of this might be attributed to the student mix.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013-2014</p>	<p>11/21/2014 - Continue with existing assignments.</p>
<p>Courses (ENG) - English - ENG 102 (Orr) - Composition II - Demonstrate reading skills - Demonstrate reading skills when evaluating, summarizing, and integrating source information. (General education requirement for communication skills – reading skills) (General education requirement for communication skills – assessing information) (General education requirement for critical thinking) (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 12/09/2013</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Evaluate source exercise assignments. Evaluate annotated bibliography assignments. Evaluate written documents for correct reflection and integration of source information.</p> <p><b>Assessment Measure Category:</b> Assignment - Written</p> <p><b>Criterion:</b> For actively involved students, at least 70% of the possible points on the source exercises, the Web site evaluation, the summarizing exercise, the paraphrasing exercises, the annotated bibliography, and the source integration criteria on the final research paper rubric. Because this outcome continues to be the most difficult to achieve, the achievement percentage was not changed from S-13</p>	<p>11/21/2014 - Not all actively involved students scored 70% or better on these exercises and criteria.</p> <p><b>Criterion Met:</b> No</p> <p><b>Reporting Period:</b> 2013-2014</p>	<p>11/21/2014 - Eliminate the final Annotated Bibliography assignment. This assignment seems to distract from the work needed on the final research paper.</p> <p>Develop additional in-class exercises for incorporating source information. This continues to be the weakest area.</p>
<p>Courses (ENG) - English - ENG 102 (Orr) - Composition II - Demonstrate critical thinking - Demonstrate critical thinking when locating, assessing, and integrating statistical data. (General education requirement for critical thinking) (General education requirement for communication skills –assessing information) (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Evaluate source exercises and essays for effective incorporation of statistical data (graphs, tables, charts, etc.). Evaluate all answers to question sets from Stat-Spotting: A Field Guide to Identifying Dubious Data. Evaluate participation in class discussions about Stat-Spotting questions.</p> <p><b>Assessment Measure Category:</b> Assignment - Written</p> <p><b>Criterion:</b></p>	<p>11/21/2014 - Not all actively involved students scored 70% or better on these exercises and criteria. Although results improved from S-13, some work still needs to be done, especially with students utilizing the APA format style.</p> <p><b>Criterion Met:</b> No</p> <p><b>Reporting Period:</b> 2013-2014</p>	<p>11/21/2014 - Because most students are choosing the APA format style additional emphasis will be placed in this area.</p> <p>Continue to emphasize the importance of completing the Best question sets.</p>

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Active	For actively involved students, at least 70% of the points possible on the Best question sets, table source exercise, figure source exercise, and the statistical integration criteria on Research Papers 1 and 2.		
<p>Courses (ENG) - English - ENG 102 (Orr) - Composition II - Understand the roles of individuals in society - Understand the roles of individuals in society, the development of human societies, and the significance of creativity in the human experience. (General education requirement for personal/cultural awareness) (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 12/09/2013</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Evaluate ability to research and develop a topic related to international issues, analyze and differentiate the roles of individuals while developing the topic, and describe divergent attitudes, values, and beliefs associated with the topic.</p> <p><b>Assessment Measure Category:</b> Assignment - Project</p> <p><b>Criterion:</b> Students will complete informative and comparative research papers on a variety of topics related to society and the human experience within two countries (other than the United States).</p>	<p>11/21/2014 - All students actively involved for the entire semester completed these papers although some changes were made in selected countries during the semester.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013-2014</p>	<p>11/21/2014 - Continue with this assigned research topic. Allow subject changes until mid semester.</p> <hr/>
<p>Courses (ENG) - English - ENG 102 (Orr) - Composition II - Demonstrate the use of technology. - Demonstrate the use of technology. (General education requirement for technological understanding) (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 12/10/2013</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Evaluate ability to create all written assignments using Microsoft Word. Evaluate ability to utilize the Web Campus platform for class activities. Evaluate success at accessing electronic sources using the Web and GBC library databases.</p> <p><b>Assessment Measure Category:</b> Assignment - Written</p> <p><b>Criterion:</b> Completion of assignments, demonstrating the listed skills.</p>	<p>11/21/2014 - All students were able to create Word Documents, utilize Web Campus, and access online and database sources. Web campus skills were practiced earlier than they were with the S-13 section.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013-2014</p>	<p>11/21/2014 - Continue with existing exercises for these skills and the earlier review of methods incorporated in S-14.</p> <hr/>
<p>Courses (ENG) - English - ENG 102 (Orr) - Composition II - Knowledge, skills, and behaviors, which promote personal well being. - Develop knowledge, skills, and behaviors, which promote personal well being. (General education requirement for personal wellness) (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 12/10/2013</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Evaluate gains in knowledge, skills, and behaviors that can be used in future classes and work applications.</p> <p><b>Assessment Measure Category:</b> Evaluation</p> <p><b>Criterion:</b> Passing score of 75% or better for students actively involved in the class.</p>	<p>11/21/2014 - All actively involved students scored 75% or better. Three students did not achieve an overall score or 75%. One of these students was never actively involved in the class. The other two were involved until the final four weeks of the semester.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2013-2014</p>	<p>11/21/2014 - Continue to work with students who are falling behind. Utilize the early alert system if applicable.</p> <p><b>Follow-Up:</b> 11/21/2014 - This section of English 102 corresponds with the same section evaluated in the Spring of 2013. This continuity gives me the opportunity to decide if planned actions are working, and if not make changes.</p> <hr/>

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