



# 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 451A - American Literature I - Chronology of each literary period - Know the chronology of each literary period covered by the course and be familiar with the historical, political, literary, and economic forces occurring in those periods.</p> <p><b>Next Assessment:</b> 2018-2019</p> <p><b>Start Date:</b> 06/11/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Student discussion posting, papers, and quizzes reflect familiarity with the chronological development of historical, political, literary, and economic forces that shaped each literary period.</p> <p>Assessed through: Evaluation of communication with instructor and other students in discussion postings Evaluation of weekly writing assignments Quizzes</p> <p><b>Assessment Measure Category:</b> Assignment - Written</p> <p><b>Criterion:</b> 80% of students will average a grade of 70% or higher on the assessments.</p>	<p>06/11/2015 - 100 % of students achieved 70 % or better</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>06/11/2015 - This period of American literature is difficult for many students to find an interest in or appreciation of. Students who are not strong readers have difficulty with the language, as much of the literature is written in the formal and embellished style of previous times. We also start with readings from early settlement, so we have some Puritan polemics to cover, which is also difficult for students who do not read carefully.</p> <p>For the most part, my small class was able to reflect on the listed influences in each literary period. I feel confident that the current course design is strong and that assignments build on each previous assignment in order to help students learn the material.</p>
<p>ENG 451A - American Literature I - DemHistorical, political, social, intellectual, and economic influences on American literature. - Demonstrate comprehension of basic historical, political, social, intellectual, and economic influences on American literature.</p> <p><b>Next Assessment:</b> 2018-2019</p> <p><b>Start Date:</b> 06/15/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Formal Essays evaluated by rubric Evaluation of communication with instructor and other students in discussion postings Evaluation of weekly writing assignments Quizzes</p> <p><b>Assessment Measure Category:</b> Assignment - Written</p> <p><b>Criterion:</b> 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p>06/15/2015 - 100% of students met the criterion for achievement</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>06/15/2015 - This outcome is builds on the previous outcome, but students need to demonstrate their knowledge and synthesize their responses to literature that discusses controversial issues such as Native American removal, slavery, religion, especially Puritanism, the Enlightenment, and oppression of women, children, and minorities. Additional required reading, artwork, and Websites also provide a historical context for the reading. All of the students in class were able to demonstrate knowledge of how the literature dealt with these topics and helped shape the national psyche at the time.</p> <p>I feel confident that the current course design is strong and that assignments build on each previous assignment in order to help students learn the material.</p>

Course Outcomes 1 and ctu.unitid = 551	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>ENG 451A - American Literature I - Pattern in literary works and identify their contribution to the work and its meaning. - Recognize and evaluate form and pattern in literary works and identify their contribution to the work and its meaning.</p> <p><b>Next Assessment:</b> 2018-2019</p> <p><b>Start Date:</b> 06/15/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Formal Essays evaluated by rubric Evaluation of communication with instructor and other students in discussion postings Evaluation of weekly writing assignments Quizzes</p> <p><b>Assessment Measure Category:</b> Exam/Quiz - Standardized</p> <p><b>Criterion:</b> 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p>06/15/2015 - 100% of students met the criterion for achievement</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>06/15/2015 - Students demonstrated this outcome primarily in their discussions and papers. They wrote about patterns of development, symbolism, poetic devices. The students who are not English majors had trouble with this outcome, but everyone met the 70% or higher measurement.</p> <p>I will spend more time on lectures and quiz questions in the future to help non-majors with this outcome.</p>
<p>ENG 451A - American Literature I - Rhetorical skills appropriate for an upper-division English course - Demonstrate rhetorical skills appropriate for an upper-division English course.</p> <p><b>Next Assessment:</b> 2018-2019</p> <p><b>Start Date:</b> 06/15/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Formal Essays evaluated by rubric Evaluation of communication with instructor and other students in discussion postings Evaluation of weekly writing assignments</p> <p><b>Assessment Measure Category:</b> Assignment - Written</p> <p><b>Criterion:</b> 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p>06/15/2015 - 100% of students met the criterion for achievement</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>06/15/2015 - Again, the non-majors had the most difficulty in demonstrating research, analytical, and rhetoric skills. I had one high school student in this class, and I do not understand how she got into a 400-level lit class. She had a big problem with plagiarism and failed one paper.</p> <p>My assumption is that by the time students takes a 400-level class, they have learned solid writing, research, and analytical skills. I did not see evidence of that with two students. So, in the future, I will have to provide more review for students about how to write a paper and do research.</p>