

# 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 - Composition II - Effective Written Communication - Display effective written communication skills. (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 05/18/2012</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 2011-12 Catalog.</p> <p><b>Assessment Measure Category:</b> GenEd Assessment</p> <p><b>Criterion:</b> NA</p>	<p>05/18/2012 - Final essays were evaluated to assess each student's skill level with standard edited English. Eighty-five percent of the students displayed a skill level of good or excellent. Point of view within the final essays was used as an indicator of objective writing. Seventy-five percent of the students displayed a skill level of good or excellent at presenting from a third person point of view. Level of language was evaluated in the final essays. Eighty percent of students displayed an appropriate level (good or excellent) of language for academic writing.</p> <p><b>Criterion Met:</b> N/A</p> <p><b>Reporting Period:</b> 2011-2012</p>	<p>09/01/2012 - Additional emphasis will be placed on utilizing a third person point of view.</p>
<p>Courses (ENG) - English - ENG 102 - Composition II - Informational Skills - Demonstrate reading skills when evaluating, summarizing, and integrating source information. (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 05/18/2012</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> GenEd Assessment</p> <p><b>Criterion:</b> NA</p>	<p>05/18/2012 - Final essays were evaluated for effectiveness of summaries, paraphrases, and direct quotes. These are indicators of how well students evaluate, summarize, and integrate source material into a research paper. Sixty-five percent of the students demonstrated a skill level of good or excellent. Although synthesizing source material is a critical part of research writing, properly documenting sources is just as important. On the final essays, sixty percent of students demonstrated a skill level of good or excellent when documenting source material.</p> <p><b>Criterion Met:</b> N/A</p> <p><b>Reporting Period:</b> 2011-2012</p>	<p>09/01/2012 - Assessment results identify the need for significant, additional emphasis on this outcome. Exercises associated with the Research Writing Simplified text will be increased, and source exercises will include additional practice.</p>

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>Courses (ENG) - English - ENG 102 - Composition II - Critical Thinking Skills - Demonstrate critical thinking when locating, assessing, and integrating statistical data. (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 05/18/2012</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> GenEd Assessment</p> <p><b>Criterion:</b> NA</p>	<p>05/18/2012 - Various methods of locating, assessing, and integrating statistical data were explored during each semester. On the final essays, students were asked to demonstrate the effective use of statistical data as support for their research. Evaluation of the final essays showed eighty-five percent of students at a good or excellent level for this skill.</p> <p><b>Criterion Met:</b> N/A</p> <p><b>Reporting Period:</b> 2011-2012</p>	<p>09/01/2012 - No significant changes are proposed for this outcome.</p> <hr/>
<p>Courses (ENG) - English - ENG 102 - 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. (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 05/18/2012</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> GenEd Assessment</p> <p><b>Criterion:</b> NA</p>	<p>05/18/2012 - Students conducted research on two countries (excluding the United States) and wrote a comparative analysis for their final essays. This research required an understanding of different societies. Only fifty-five percent of students completed a well researched analysis (good or excellent). The essays in the forty-five percent (not good or excellent) were shorter than the assignment requirement and showed a lack of time invested in detailed research.</p> <p><b>Criterion Met:</b> N/A</p> <p><b>Reporting Period:</b> 2011-2012</p>	<p>09/06/2012 - Additional emphasis will be placed on outlining and planning with incremental progress checks prior to final essay due dates.</p> <hr/>
<p>Courses (ENG) - English - ENG 102 - Composition II - Demonstrate the use of technology. - Demonstrate the use of technology. (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 08/01/2011</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>05/18/2012 - Students' final essays were evaluated for appropriate formatting. Seventy percent demonstrated a formatting skill level of good or excellent. Students were required to submit all assignments utilizing the Web Campus online platform. By the end of the semesters, one hundred percent of the students were proficient at this process. Database use is included in outcome #2.</p>	<p>09/06/2012 - Additional formatting practice will be included, and it will occur earlier in the semester. This will allow more time to recognize and correct formatting errors.</p> <hr/>

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<b>Course Outcome Status:</b> Active	<b>Assessment Measure Category:</b> GenEd Assessment <b>Criterion:</b> NA	<b>Criterion Met:</b> N/A <b>Reporting Period:</b> 2011-2012	
Courses (ENG) - English - ENG 102 - Composition II - Development of Wellness - Develop knowledge, skills, and behaviors which promote personal well being. (Created By Courses (ENG) - English) <b>Next Assessment:</b> 2016-2017 <b>Start Date:</b> 05/18/2012 <b>Course Outcome Status:</b> Active	<b>Assessment Measure:</b> Evaluate gains in knowledge, skills, and behaviors that can be used in future classes and work applications. <b>Assessment Measure Category:</b> GenEd Assessment <b>Criterion:</b> NA	05/18/2012 - Total number of students with passing grades was evaluated along with the average grade. Approximately seventy percent of English 102 students pass the class with an average grade of B. <b>Criterion Met:</b> N/A <b>Reporting Period:</b> 2011-2012	09/06/2012 - Identify and advise at risk students earlier in the semester. 