Assessment: Course Four Column

Courses (A&L) - English

ENG 101:Composition I

Course Outcomes	Assessment Measures	Results	Actions
Purpose and generate ideas - Determine a purpose and generate ideas **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 07/18/2016	**Assignment - Written -** Students were to complete a structural outline to fully articulate their ideas and establish a consistent purpose. This was given a qualitative assessment by the instructor with detailed feedback. **Criterion:** N/A	**Reporting Period:** 2015-2016 **Criterion Met:** N/A Students seemed to experience some difficulty with the nuance of purpose: they were frequently stuck with the old three standbys of inform, persuade, and entertain. (07/18/2016)	**Action:** Next term, purpose will be emphasized as strongly as audience from the outset. (07/18/2016)
Rhetorical pattern relevant to the purpose - Organize into a specific rhetorical pattern relevant to the purpose **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 07/18/2016	**Assignment - Written -** Students were to complete a full outline, complete with thesis, topic sentences, and support, to demonstrate their rhetorical pattern. This was given a qualitative assessment by the instructor with detailed feedback. **Criterion:** N/A	**Reporting Period:** 2015-2016 **Criterion Met:** N/A Patterns were not difficult for the students, however their purposes still strayed in some instances. (07/18/2016)	**Action:** Next term, students will have a reader as their primary text, enabling the class to have model essays to demonstrate the way a purpose is used and a pattern is maintained. (07/18/2016)
Diction, point of view, and structure based on a well-defined audience - Choose appropriate diction, point of view, and structure based on a well-defined audience **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 07/18/2016	**Assignment - Written -** Students were given three tasks for audience (defining who they are, what they know, and what they need to know) in order to develop content and to establish what credibility must be demonstrated. **Criterion:** N/A	**Reporting Period:** 2015-2016 **Criterion Met:** N/A Students had moderate success defining a general audience, but struggled to determine a specific audience. They also struggled to write to audiences that may have a differing point of view: many selected words or tones that were ineffective in such situations. (07/18/2016)	**Action:** Next term, students will have a reader as their primary text, enabling the class to have model essays to demonstrate audience perception and appropriate point of view, diction, and structure. (07/18/2016)

Course Outcomes	Assessment Measures	Results	Actions
Revision - Apply the fundamentals of revision **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 07/18/2016	**Qualitative Review -** Students were to complete a first draft of each essay that they felt was a finished version. This was then given qualitative feedback by both fellow students and the instructor before a final draft was subsequently due. **Criterion:** N/A	**Reporting Period:** 2015-2016 **Criterion Met:** N/A Some students took advantage of the opportunity to establish effective revision, while others reverted to the position of a rough draft being simply whatever they had completed at the time. (07/18/2016)	**Action:** Next term, first drafts will be graded drafts, with a final draft still required to receive those points. Students must get into the practice of revision in order to understand the benefits (and the reality of revision in professional and personal communication). (07/18/2016) **Follow-Up:** With only a few days to prepare this course and without the freedom of textbook selection, I found it difficult to develop the course to fit the learning outcomes in an effective way. My summer version of this course, with the freedom of textbook and time to prepare (as well as more familiarity with the assessment process and the students of GBC), will meet many more of these expected outcomes with ease. I also plan to quantify very directly these outcomes within individual assignments, with at least a portion of each one graded on a rubric; points will be awarded from 1-4 for each of these, in addition to other points that the individual assignment requires. For a 25-point assignment, in other words, 16 will be from these outcomes, ensuring that these are a point of emphasis for both instructor and student. (07/18/2016)