

# Assessment: Course Four Column



## Courses (A&L) - English

### ENG 102 (Orr):Composition II

Course Outcomes	Assessment Measures	Results	Actions
<p><b>Written Communication</b> - Written Communication  <b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2020-2021  <b>Start Date:</b> 07/12/2016</p>	<p><b>Assignment - Written</b> - • Choose essay/paper format appropriate to audience and purpose.</p> <ul style="list-style-type: none"> <li>• Choose diction and style appropriate to audience and purpose.</li> <li>• Integrate evidence, examples, and details to support the central idea or thesis of the text.</li> <li>• Develop coherent and effective paragraphs.</li> <li>• Use standard edited English and the documentation style appropriate to the discipline.</li> </ul> <p><b>Criterion:</b> Written communication outcomes will be measured by evaluating the two required research papers.</p>	<p><b>Reporting Period:</b> 2015-2016  <b>Criterion Met:</b> N/A</p> <p>Integrating evidence, examples, and details was the most difficult task for students. This corresponds with the task of developing coherent and effective paragraphs. This difficulty is reflected in criteria #4 on the grading rubric for Research Paper 2 - Paraphrasing and direct quotes are effectively incorporated in the text.</p> <p>Exercises and assignments associated with this outcome include the Paper Format Exercise, Works Cited/References Page Exercise, Summarizing Exercise, Paraphrasing Exercise, Direct Quote Exercise, Plagiarism Exercise, Outlining Exercise, and the two research papers. (07/12/2016)</p>	<p><b>Action:</b> Additional time will be allotted to developing paraphrases and effectively incorporating them into paragraphs. This is module 3 from the class home page and relates primarily to the exercises from Research Writing Simplified and the research paper outlines. Additional exercises from Research Writing Simplified will be assigned, and additional time will be given to converting sentences within the research paper outlines to initial paragraphs.</p> <p>The class adequately addressed the other items listed for this objective. (07/12/2016)</p>
<p><b>Accessing Information</b> - Accessing Information  <b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2020-2021  <b>Start Date:</b> 07/12/2016</p>	<p><b>Assignment - Written</b> - • Collect information from electronic, print and live sources</p> <ul style="list-style-type: none"> <li>• Evaluate the validity of the information</li> <li>• Organize information into usable format</li> <li>• Document sources of information</li> </ul>	<p><b>Reporting Period:</b> 2015-2016  <b>Criterion Met:</b> N/A</p> <p>The following exercises address this outcome: Print Source Exercise, Web Site Evaluation, Web Source Exercise, Database Source Exercise, Table Source Exercise, Figure Source Exercise, and Best Question Sets. These exercises are in-class exercises with additional review to insure the concepts are understood. (07/12/2016)</p>	<p><b>Action:</b> The average scores for these exercises range from 85% to 92%. No changes or additional emphasis if required for these modules (2 and 4). (07/12/2016)</p>

Course Outcomes	Assessment Measures	Results	Actions
	<p><b>Criterion:</b> Accessing Information outcomes will be measured using source exercises and exercises for evaluating source information, especially statistics and Web sites.</p>		
<p><b>Reading Skills - Reading Skills</b>  <b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2020-2021  <b>Start Date:</b> 07/12/2016</p>	<p><b>Assignment - Project - •</b> Adjust reading speed according to genre, difficulty of text, and reading purpose.</p> <ul style="list-style-type: none"> <li>• Recognize functions of various selections of text, i.e. offering evidence to support a point</li> <li>• Identify the purpose of the author as presented in a text</li> <li>• Summarize and /or paraphrase main points</li> <li>• Define vocabulary</li> <li>• Identify and explain cultural codes in texts</li> <li>• Create new text which integrates and synthesizes pre-existing knowledge and knowledge gained from reading in the writing of new texts (papers, essays, and the like)</li> </ul> <p><b>Criterion:</b> Reading skills outcomes will be measured by evaluating the two required research papers.</p>	<p><b>Reporting Period:</b> 2015-2016  <b>Criterion Met:</b> N/A</p> <p>This outcome relates directly to sections of Outcome 1. Students are unable to summarize and paraphrase information unless they understand it. This requires an initial reading followed by a careful rereading of source material – a new concept to many students. Once a passage has been successfully summarized or paraphrased, it can be incorporated, but not until. (07/12/2016)</p>	<p><b>Action:</b> As with Outcome 1, additional time needs to be allotted to the summarizing and paraphrasing source material and then incorporating it within newly created text (based on general knowledge).</p> <p>This will require additional time devoted to module 3 and to the research paper outlines. (07/12/2016)</p>