Assessment: Course Four Column

Courses (A&L) - English

ENG 101:Composition I

Course Outcomes	Assessment Measures	Results	Actions
Generate ideas for writing - Generate ideas for writing **Course Outcome Status:** Active **Next Assessment:** 2018-2019 **Start Date:** 06/15/2015	**Internal Tracking -** Class average for the semester **Criterion:** 80% of the class will earn an 75% or better for the class.	**Reporting Period:** 2016-2017 **Criterion Met:** Yes Out of 27 students, 21 met the objective. 3 filed the class—one with a grade of 30%. Three passed, but below an 80% (08/29/2017)	**Action:** Although I met this objective, I will spend more time on prewriting activities. I will also design an instrument so this objective isn't so difficult to measure! (08/29/2017)
Choose appropriate point of view, diction - Choose appropriate point of view, diction. **Course Outcome Status:** Active **Next Assessment:** 2018-2019 **Start Date:** 06/15/2015	**Assignment - Written -** Grade on final Essay **Criterion:** 80% will pass the essay with 75% or better	**Reporting Period:** 2016-2017 **Criterion Met:** Yes 4 students did not complete the essay. 2 others did not complete meet the criterion. (08/29/2017)	
Organize essay into relevant rhetorical pattern - Organize essay into relevant rhetorical pattern **Course Outcome Status:** Active **Next Assessment:** 2021-2022 **Start Date:** 08/07/2017	**Assignment - Written -** Evidence in prewriting, rough drafts **Criterion:** Organization apparent—students will average 80% on organization item of compare and contrast essay.	**Reporting Period:** 2016-2017 **Criterion Met:** Yes All but 4 met criterion (08/29/2017)	
Apply principles of coherence, clarity and unity - Apply principles of coherence, clarity and unity **Course Outcome Status:** Active **Next Assessment:** 2021-2022	**Assignment - Written -** Quality and connectedness of sentences and paragraphs in essays **Criterion:** Observation of essays	**Reporting Period:** 2016-2017 **Criterion Met:** Yes All of the students were coherent. Some lacked depth, but all could keep on topic. (08/29/2017)	

Course Outcomes	Assessment Measures	Results	Actions
Start Date: 08/07/2017			
Apply fundamentals of revision - Apply fundamentals of revision **Course Outcome Status:** Active **Next Assessment:** 2018-2019 **Start Date:** 06/15/2015	**Assignment - Written -** Point After assignment (This differs from what I have on the syllabus, because it is a new assignment I devised during the middle of the year. It is a better measure than the one on the syllabus.) **Criterion:** 80% will earn a passing grade on the point after assignment.	**Reporting Period:** 2016-2017 **Criterion Met:** Yes 4 students did not do the assignment. Of the remaining students, only one failed the assignment. (08/29/2017)	**Action:** Continue using the Point After assignment, and perhaps expand it. Several students commented that the assignment gave them focused revision practice. (08/29/2017)
Explain implicit meanings in texts - Explain implicit meanings in texts **Course Outcome Status:** Active **Next Assessment:** 2018-2019 **Start Date:** 06/15/2015	**Assignment - Written -** Analysis essay **Criterion:** 80% of students will score a 70% or better on the essay.	**Reporting Period:** 2016-2017 **Criterion Met:** Yes 4 students did not complete the essay. Another 6 did not meet the criteria. (08/29/2017)	**Action:** Develop one or two more smaller scaffolding assignments. (08/29/2017) **Follow-Up:** I've changed two things this year in this class. The first was that I developed reading quizzes for each of the course readings. This helped the general level of preparation for the class. The second was the addition of the "Point After" assignment, which I only used on one assignments in the fall. For it, I assign a individual revision task for each student. The assignment might be to rewrite a specific paragraph, or whatever else I can think of that will help the student with his or her writing. Students have commented on its effectiveness. I do need to develop a couple of scaffolding assignments for the analysis paper. The easiest way to do that might be to add a short analysis question to the reading quizzes. It would give students ongoing practice in the art of

Course Outcomes	Assessment Measures	Results	Actions
			analysis. (08/29/2017)