

Core Curriculum Annual Assessment

We completed a full academic year with placing ENGL 1301 and its co-enrolled component in connected classes with the same instructor.

Core Curriculum Annual Assessment

Table 1. Assessment Results and Analysis for Current Cycle

Stage 1: PLAN			STAGE 2: DO		Stage 3: STUDY	
General Education Competencies Addressed in this Course:	Assessment Method(s) – e.g. pre/post tests, embedded questions, portfolio evaluation, rubric-scored essay; list only activities for which you are reporting assessment data	Proficiency – e.g. the proficient student will correctly answer 5 out of the 6 embedded questions on the final exam	Benchmark – e.g. 80% of students taking the final exam will correctly answer 5 of the 6 embedded questions on the final exam	Results of course assessment(s)	Analysis of results – e.g. strengths and weaknesses What does this data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and what were the results of those changes?	Recommendations for Course based on assessment
Communication (required)	Collected semester-end essays		60% of student will score acceptable or proficient	Met Target in all areas for stand-alone and co-enrolled See Attached document		Maintain our present co-enrollment scheduling.
Critical Thinking (required)	Collected semester-end essays.		60% of student will score acceptable or proficient	Met Target in all areas for stand-alone and co-enrolled See Attached document		Maintain our present co-enrollment scheduling.

Core Curriculum Annual Assessment

Table 2. Continuous Improvement Results Since Last Report

STAGE 4: ACT		
Actions/Goals based on data results	Status	Discussion of status
Continue with the same instructor in ENGL 0301 and ENGL 1301, using 0301 as a lab.	P	The problem is not the meeting of outcomes but staying in the courses.