

Unit Course Assessment Report - Four Column

College of Micronesia - FSM

A - instruction - General Education

Mission Statement: The primary purpose of the General Education Program is to offer courses for general academic and vocational growth, personal enrichment, and cultural development which will encourage students to formulate goals and develop values for the enrichment of their lives.

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - General Education - EN 120a - Expository Writing I - EN120A_CSLO_1 - Utilize all stages of the writing process: pre-writing, drafting, revising when composing academic papers. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Show and/or submit prewriting, drafts and revisions to peers and the instructor.</p> <p>Assessment Type: Written Assignment</p> <p>Target: Establish baseline data for this CSLO</p>	<p>01/15/2015 - 74.7% of student were able to utilize all stages of the writing process: pre-writing, drafting, revising when composing academic papers.</p> <p>Target Met: Yes</p> <p>Reporting Period: Fall 2014</p>	
<p>A - instruction - General Education - EN 120a - Expository Writing I - EN120A_CSLO_2 - Write essays in various rhetorical patterns such as example, comparison/contrast, classification, cause/effect, and process analysis. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Write and submit an appropriate thesis for each rhetorical pattern. Submit essays following a rubric for each expository mode. Submit paragraphs or essays that will be assessed by a rubric that illustrate an awareness of audience, purpose, and tone. Submit a revised final draft of a paragraph or essay that will be assessed by a rubric that exhibits unity, coherence and logical organization. Submit typed essays assessed with a checklist for MLA formatting.</p> <p>Assessment Type: Written Assignment</p> <p>Target: Establish baseline data for this CSLO</p>	<p>01/15/2015 - 71.1% were able to write essays in various rhetorical patterns such as example, comparison/contrast, classification, cause/effect, and process analysis.</p> <p>Target Met: Yes</p> <p>Reporting Period: Fall 2014</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - General Education - EN 120a - Expository Writing I - EN120A_CSLO_3 - Establish and defend a position in an argumentative essay. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Submit an argumentative essay assessed by a rubric showing support with research and documentation using MLA style.</p> <p>Assessment Type: Written Assignment</p> <p>Target: Establish baseline data for this CSLO</p>	<p>01/15/2015 - 54.9% of student were able to establish and defend a position in an argumentative essay.</p> <p>Target Met: No</p> <p>Reporting Period: Fall 2014</p>	