**Prepackaged Course-Level Gen Ed 1 Activity**

If you are using this activity to assess a course, edit section “A” of this document to fit your specific course-level assessment plan. Save this document in an assessment file (you are in charge of keeping this document for the duration of your assessment). You must also send a copy of the plan (Section A) to your Dean at the beginning of fall quarter.

1. **Prepackaged Course-Level Gen Ed 1 Activity Plan**

**Gen Ed 1: Students will be able to communicate clearly and effectively.**

**Course Outcome**: [fill in appropriate course outcome here. Course outcomes can be found on the course MCO or in the “Enter Course Assessment” Online Form.]

**What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response.**

For my fall 2019 assessment, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, and to course outcome [fill in course outcome here].

**What tools/measures did you use for your assessment and what were your results?**

My assessment of holding students accountable for reading had three parts:

1) For one [choose an essay, test, discussion, etc.] I did not quiz students on the assigned reading previous to that [essay, activity, test, discussion, etc.].

2) For one [choose an essay, test, discussion, etc.] I did quiz students on the assigned reading for that [essay, activity, test, discussion, etc.].

3) Additionally, for both [essay, activity, test, discussion, etc.], I had my students fill out an anonymous survey after the [essay, activity, test, discussion, etc.], letting me know how much of the reading they did (if any at all).

*Evaluation Methods/Tools*

* For essays, you might also say “I included a rubric criteria which assesses “comprehension of text” which was graded out 1-5 (“5” being “student seemed to completely understand the text”).
* For a test, you might also say that grades reflect reading comprehension. Alternatively, specific parts of the test may reveal comprehension of the test.
* For discussion, you may also want to determine desired outcomes (participation, enthusiasm, etc.) for a discussion. You might also say “I created a rubric for myself, which outlines how well a class is meeting desirable discussion outcomes (participation, enthusiasm, etc.).”

1. **Prepackaged Course-Level Gen Ed 1 Activity Conclusion**

You should leave the rest (section B) of the “Enter Course Assessment” Online Form template blank until you are ready to submit your course-level assessment (at the end of the quarter, year, etc.):

**What were the results?**

**What now? How are you going to close the assessment loop?**

**If not addressed above, what changes are you making in your course(s) as a result of your assessment?**

**If not addressed above, what changes are you making to your program/department(s) as a result of assessment?**

**If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?**

1. **Last Step:** When this plan is finished, and you have concluded this assessment plan, use this document to submit your assessment in the portal (in SharePoint): Portal>Faculty &Staff Workplace >MCOs/Assessment Reporting > Enter Course Assessment. This should be completed by the last day spring quarter.