Course SLOs

Course SLOs 3, 5, and 7 were assessed.

1. Explain the differences between effective, valid argumentation and unclear and/or invalid reasoning.
2. Identify common logical fallacies and examples of fallacious reasoning.
3. **Write out-of-class and/or in-class, well-organized critical essays which state clear and arguable theses and which are supported by logical argumentation and sufficient evidence.**
4. Recognize both deductive and inductive forms of reasoning and present and defend either orally or in written form ideas in a clear and logical manner.
5. **Analyze and criticize ideas from or about specific nonfiction works.**
6. Present clear, precise, and accurate oral analyses (including summary, critique, evaluation, synthesis) of critical thinking concepts or of specific works through activities such as Socratic questioning, discussions, oral reports, presentations, or debates.
7. **Write informally on topics by showing an awareness of tone, audience, and support for one's conclusions.**
8. Clearly explain the differences between knowledge/fact and opinion in the student's own writing and in others' works.

Program SLOs

All Program SLOs were assessed.

1. Write at the appropriate level.
2. Read at the appropriate level.
3. Retain knowledge from course to course.

GE SLOs

Area IV.B. Analytical Thinking and Oral Communication

Both GE SLOs for Area IV. B. were assessed.

1. Think logically and critically to solve problems, draw conclusions, and evaluate evidence.
2. Communicate an idea clearly, either verbally or in written form.

Background

An assessment project was created to evaluate students’ ability to meet the GE SLOs for English 101C. This assessment was a follow-up assessment to an assessment done on English 101C in Spring 2012, which focused primarily on the handling of citations and the Works Cited page on a paper from the beginning of the semester. This earlier assessment was intended to evaluate the extent to which students were successfully retaining knowledge and skills relating to handling textual evidence properly from their previous English 101A course (Program SLO #3). The results of that assessment were satisfactory,
so no adjustments were planned for the curriculum or for teaching methods. However, it was decided to create an assessment of the GE SLOs relating to the course as part of the follow-up to the assessment.

This new assessment created for Fall 2012 related to additional aspects of the students’ final paper (or a paper near the end of the semester that included research or the integration of textual evidence), including thesis, support and analysis, quotes, and documentation. These skills, which are integral to a well-written paper in a Critical Thinking class, relate directly to the Area IV.B. GE SLOs listed above.

A cover sheet briefly explaining the project, along with instructions and a rubric, were provided to instructors near the beginning of the semester and again towards the middle of the semester. (See attached.) Instructors submitted their completed rubrics to the assessment coordinator soon after gathering their data, at the end of the Fall 2012 semester. Data was later compiled and a report created, which was distributed at the beginning of the Spring 2013 semester. Discussion of the results and future action plans to follow (tentatively scheduled for the first department meeting of the Spring 2013 semester).

### Assessment Data

<table>
<thead>
<tr>
<th>Total # sections</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sections reported</td>
<td>11 (69%)*</td>
</tr>
<tr>
<td>Total number of students from reported sections</td>
<td>289</td>
</tr>
<tr>
<td>Total number of students from reported sections who completed the assignment</td>
<td>268 (93%)*</td>
</tr>
</tbody>
</table>

*Note: There were actually 13 sections reported (81%), but two of these had rubrics that were not filled out correctly, so data could not be used from these and is not included below or in the totals above.

<table>
<thead>
<tr>
<th></th>
<th>3 (A/B) Exceeds Expectations</th>
<th>2 (C) Meets Expectations</th>
<th>1 (D/F) Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>115 (43%)</td>
<td>112 (42%)</td>
<td>41 (15%)</td>
</tr>
<tr>
<td>Support &amp; Analysis</td>
<td>119 (45%)</td>
<td>98 (37%)</td>
<td>49 (18%)</td>
</tr>
<tr>
<td>Quotes</td>
<td>120 (45%)</td>
<td>109 (40%)</td>
<td>40 (15%)</td>
</tr>
<tr>
<td>Documentation</td>
<td>113 (42%)</td>
<td>110 (41%)</td>
<td>44 (17%)</td>
</tr>
</tbody>
</table>

### Analysis of Data

**Overview of Results**

Overall, results were good in all areas, with success rates in the various skills ranging from 82% to 85% (with “success” defined as either meeting or exceeding expectations, in levels 2 or 3). The highest areas of achievement were in the areas relating to Thesis and Quotes (both at 85%), followed by Documentation (83%), and then Support and Analysis (82%).

Overall, taken together, these skills demonstrate the ability of students to successfully meet the GE SLOs for Area IV.B. listed above, especially GE SLO#2, relating to communicating an idea clearly in writing. GE SLO#1 is also achieved in student papers in English 101C, as students must demonstrate an
ability to think logically and critically, evaluate evidence, and draw conclusions when writing a successful paper. The skills measured relate to these expected GE SLOs.

Program SLO#1 (demonstrate an ability to write at the appropriate level) is also achieved, as evidenced by the success rates in all skill areas which were assessed in papers at the end of the class.

Program SLO#1 and #3 are also achieved, though the relationship is not as overt in the assessment rubric. Students must think logically and critically about what they are reading and effectively evaluate evidence from what they are reading, and must draw logical conclusions from what they are reading, in order to write an effective paper which also demonstrates these reading skills (PSLO#1).

And success in documentation skills and handling of quotes shows retention of skills from a previous course, English 101A (PSLO#3), although it is possible that students practiced these skills throughout their English 101C course, demonstrating success by their final papers, and may not have retained these skills from their previous course.

Future Action in Response to the Assessment

No changes in the curriculum or in teaching methods are planned at this time since the assessment showed overall success in all areas. Course SLOs are being revised in Spring 2013 as part of 6-year Course Review, with an eye towards reducing the total number of SLOs and making sure course SLOs align with the GE area IV.B. SLOs. The main focus of the course will not change, however.

Proposed new course SLOs were created at an English faculty meeting on Get it Done Day, January 2013, during Flex Week, before the beginning of the Spring 2013 semester:

1. Identify various elements of argument, including evidence and appeals, logical fallacies, and inductive and deductive reasoning.

2. Demonstrate the ability to think logically and to solve problems, draw conclusions, and evaluate evidence.

3. Communicate an idea clearly, in written form with a clear thesis idea, well-chosen textual evidence, and proper documentation.
Hello, Fall 2012 English 101C instructors.

Hope the semester has been going well for everyone! We are in the final weeks of the semester, which means we are getting close to assessment time for English 101C classes.

**FALL 2012 Assessment Plans:**

The English department is shifting its focus slightly this semester in its assessment of English 101C. We will be assessing English 101C students this fall on **four skill areas** primarily related to **analytical thinking and communication** as expressed **in a paper from near the end of the semester: Thesis, Support/Analysis, Quotes, and Documentation.**

Please use the attached rubric as you are grading one of your students' final papers this semester and rate them on these four skill areas. (See instructions on attached rubric.) Please fill out one rubric for each section of English 101C that you teach. Please turn in completed rubrics to Rachel Sherman’s mailbox, or send data via email, when you are finished grading this final set of papers, by the end of the semester.

We are assessing the **two General Education Student Learning Outcomes from GE Area IV.B. Analytical Thinking and Oral Communication** that students in English 101C are expected to achieve:

1. Students will think logically and critically to solve problems, draw conclusions, and evaluate evidence.
2. Students will communicate an idea clearly, either verbally or in written form.

Please let me know if you have any questions. Thanks in advance for your cooperation!

Rachel Sherman

P.S. Please note: The department plans to revise the English 101C course SLOs as part of its Course Review process that is scheduled for this year. We will keep you posted and will make the revised SLOs available once they are approved.
Instructor ___________________________ Section # ___________

Number of students in the section ____________

Number of students who completed the assignment ____________

Please rate each student’s **final research paper** based on the criteria listed below. Put a hash mark in the box closest to the skill level demonstrated in the paper for each of the paper’s elements. Please use one of the final papers that is assigned towards the end of the semester that includes documentation of sources.

Boxes should show total number of students who performed at each of the levels for each skill set. Please submit completed form(s) to Rachel Sherman’s mailbox, or email to rsherman@ohlone.edu.

<table>
<thead>
<tr>
<th>Thesis</th>
<th>3 (A/B) Exceeds Expectations</th>
<th>2 (C) Meets Expectations</th>
<th>1 (D/F) Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper has a clear, arguable point.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support &amp; Analysis</td>
<td>Thesis is well supported using logical reasoning and textual evidence from a variety of sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quotes</td>
<td>Quotations are well chosen and integrated effectively with the student’s own writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation</td>
<td>Citations and Works Cited page are handled properly and are presented correctly in MLA format.</td>
<td></td>
<td></td>
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</tbody>
</table>