

# Course Outcome Assessment Report

## Basic Information:

**Course:** ENGL C102 Crit. Thinking Through Lit.

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% success rate

**Learning Outcome:** Distinguish among facts, inferences, judgments, and implications.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

### Changes Made Since Last Assessment:

**Assessment Plan:** Assessment Attempt 1: In our first attempt to assess ENGL 102, it quickly became apparent that a paper artifact was appropriate for assessing only one of the four outcomes of the class: B. to analyze and create written arguments, using sound reasoning and relevant supporting details. Because of this difficulty, the faculty members repeatedly stopped to ask questions about how, by means of the papers they were evaluating, they could assess the students' ability to distinguish between facts and inferences, identify premises, and recognize fallacious reasoning. After a lengthy discussion, the department decided that the assessment of English 102 would have to be deferred until a more suitable artifact, a quiz or exam that tests the students' abilities to perform critical thinking exercises, was identified and included with the paper artifact for student-learning outcome B. Fortunately, we have already written an exam on logical fallacies to which we could include material designed to assess student-learning outcomes A and C. The addition of this exam data will be incorporated in future assessment of English 102. Assessment Attempt 2: This time we chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

## Assessment Results:

**Results:** Logical Thinking Exam: We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results:  
Satisfactory/Unsatisfactory 58/15 % of success: 79

**Analysis and Plan for Improvement and Reassessment:** These statistics indicate that in ENGL 102 the students are achieving SLO A at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. For a holistic view of these results, please see the attached document.

**Participants:** C. Davis C. Abbott G. Enns

## Attachments:

[Assessment Session IV](#)

**Department of English Assessment Sessions IV**  
**English 141: Creative Writing, English 102: Critical Thinking Through Literature,**  
**Literature Courses, and ENSL 20**  
**(12/16/11-1/17/12)**

**ENGL 141: Creative Writing**

Participants:

G. Enns

C. Davis

**Methodology**

We sampled one class: English 141 Online Fall 2011. Artifacts and their corresponding SLO's are as follows:

1. Final Exam Poetry Section (A)
2. Poetry Portfolio (A, B)
3. Final Exam Fiction Elements Section (C)
4. Fiction Portfolio (C, D)
5. Sample Poetry Analysis Journal Entries (E).
6. Sample Fiction Analysis Journal Entries (E).

**Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: *concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures*. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.
- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.
- C. Identify and understand with 70% accuracy the following key elements of fiction: *setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony*. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.
- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.
- E. *Analyze and critique fiction and poetry* based on the form and theory addressed in class. This will be assessed through an exam.

## **Data**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- C. Identify and understand with 70% accuracy the following key elements of fiction: setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- E. Analyze and critique fiction and poetry based on the form and theory addressed in class. This will be assessed through an exam.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>22</b>	<b>15</b>	<b>59</b>

### **Conclusions**

These statistics indicate that in ENGL 141 the students are achieving student-learning outcomes A-D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome E at a rate under 70%. The success rate for SLO E will most likely improve with the creation of formal analysis of poetry and fiction essay portions of the final exam. Such formal essays will most likely show more evidence of student success than the informal journal entries assessed in this study.

## **ENGL 102: Critical Thinking Through Literature**

### **Methodology**

We chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Distinguish among facts, inferences, judgments, and implications.
- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.
- C. Identify premises, both stated and unstated.
- D. Recognize fallacious reasoning.

### **Data**

#### **A. Logical Thinking Exam:**

We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results:

SLO A: Distinguish among facts, inferences, judgments, and implications:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>58</b>	<b>15</b>	<b>79</b>

SLO C: Identify premises, both stated and unstated:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>54</b>	<b>19</b>	<b>74</b>

SLO D: Recognize fallacious reasoning:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>48</b>	<b>25</b>	<b>66</b>

Overall Success Rate: 77.5%

## **B. Papers:**

We held our fourth Student Learning Outcome Assessment Session on the Flex Day prior to Spring Semester: 1/13/12.

Participants:

C. Swiridoff

G. Enns

L. Vasquez

J. Gray

C. Davis

The data sample was a random selection of final papers from all of the fall 102 sections. The 32 papers were shuffled, evenly distributed among the readers, and graded by a rubric, with all faculty members making reference to pre-established departmental guidelines and using anonymous tally sheets for assessment of student success in achieving SLO B.

## **Data**

Upon successful completion of the course, the student will be able to

- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>27</b>	<b>5</b>	<b>84</b>

### **Conclusions**

#### **A. Logical Thinking Exam:**

These statistics indicate that in ENGL 102 the students are achieving student-learning outcomes A and C at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome D at a rate of under 70%. The faculty agreed that the success rate for SLO D should improve with more emphasis on logical fallacies in all of the ENGL 102 sections.

#### **B. Papers:**

These statistics indicate that the students are achieving SLO B at a rate of over 80%, which we determined to be a better-than-satisfactory performance overall.

### **Literature Classes: ENGL 111, 221, and 245**

Participants:

- G. Enns
- C. Abbott
- C. Davis

### **Methodology**

We chose three sections of literature classes from fall semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 59 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. understand the literary elements of plot, structure, character, theme, and imagery.
- B. apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.
- C. describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.
- D. explain the relation between historical context and literary elements.

## Data

SLO A: Understand the literary elements of plot, structure, character, theme, and imagery.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO B: Apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO C: describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

SLO D: explain the relation between historical context and literary elements.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

Overall Success Rate: 85%

## Conclusions

These statistics indicate that in the three literature sections the students are achieving student-learning outcomes A-D at a rate of over 80%, which we determined to be a good performance overall.

**ENSL 20 – 22**

Participants:

J. Metz

C. Davis

## Methodology

We chose the only sections of ENSL 20, 21, and 22 from Fall Semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 15 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Increase both their receptive and productive vocabularies.
- B. Be able to comprehend and respond to written and spoken beginning level English.
- C. Be able to form in speech and writing basic, grammatically correct English sentences.
- D. Gain a basic knowledge of English grammar.

### **Data**

- A. Increase both their receptive and productive vocabularies.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- B. Be able to comprehend and respond to written and spoken beginning level English.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- C. Be able to form in speech and writing basic, grammatically correct English sentences.

Satisfactory	Unsatisfactory	% of success
10	5	66%

- D. Gain a basic knowledge of English grammar.

Satisfactory	Unsatisfactory	% of success
11	4	73%



Overall % of success = 78%

### **Conclusions**

These statistics indicate that in ENSL 20-22 the students are achieving student-learning outcomes A, B, and D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome C at a rate of under 70%. The faculty agreed that the comparatively low success rate for SLO C is attributable to some of the students' poor attendance and incompleteness of assignments and should improve with more effective enrollment management in all of the ENSL sections.

### **Future Assessment**

The next assessment session, to be held at the end of Spring Semester 2012, will evaluate student success in the following courses: **SPCH 101**.

# Course Outcome Assessment Report

## Basic Information:

**Course:** ENGL C102 Crit. Thinking Through Lit.

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70 % success rate

**Learning Outcome:** Analyze and create written arguments, using sound reasoning and relevant supporting details.

**Assessment Tool/Scoring Method:** a paper, scored by rubric

## Assessment Plan:

### Changes Made Since Last Assessment:

**Assessment Plan:** Assessment Attempt 1: In our first attempt to assess ENGL 102, it quickly became apparent that a paper artifact was appropriate for assessing only one of the four outcomes of the class: B. to analyze and create written arguments, using sound reasoning and relevant supporting details. Because of this difficulty, the faculty members repeatedly stopped to ask questions about how, by means of the papers they were evaluating, they could assess the students' ability to distinguish between facts and inferences, identify premises, and recognize fallacious reasoning. After a lengthy discussion, the department decided that the assessment of English 102 would have to be deferred until a more suitable artifact, a quiz or exam that tests the students' abilities to perform critical thinking exercises, was identified and included with the paper artifact for student-learning outcome B. Fortunately, we have already written an exam on logical fallacies to which we could include material designed to assess student-learning outcomes A and C. The addition of this exam data will be incorporated in future assessment of English 102. Assessment Attempt 2: This time we chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B. The data sample was a random selection of final papers from all of the fall 102 sections. The 32 papers were shuffled, evenly distributed among the readers, and graded by a rubric, with all faculty members making reference to pre-established departmental guidelines and using anonymous tally sheets for assessment of student success in achieving SLO B.

## Assessment Results:

**Results:** SLO B: 32 papers total  
Satisfactory/Unsatisfactory 27/5 % of success:  
84 Overall success rate (SLO's A-D): 77.5%

**Analysis and Plan for Improvement and Reassessment:** These statistics indicate that the students are achieving SLO B at a rate of over 80%, which we determined to be a good performance overall. For a holistic view of these results, please see the attached document.

**Participants:** C. Swiridoff G. Enns L. Vasquez  
J. Gray C. Davis

## Attachments:

[Assessment Session IV](#)

**Department of English Assessment Sessions IV**  
**English 141: Creative Writing, English 102: Critical Thinking Through Literature,**  
**Literature Courses, and ENSL 20**  
**(12/16/11-1/17/12)**

**ENGL 141: Creative Writing**

Participants:

G. Enns

C. Davis

**Methodology**

We sampled one class: English 141 Online Fall 2011. Artifacts and their corresponding SLO's are as follows:

1. Final Exam Poetry Section (A)
2. Poetry Portfolio (A, B)
3. Final Exam Fiction Elements Section (C)
4. Fiction Portfolio (C, D)
5. Sample Poetry Analysis Journal Entries (E).
6. Sample Fiction Analysis Journal Entries (E).

**Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: *concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures*. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.
- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.
- C. Identify and understand with 70% accuracy the following key elements of fiction: *setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony*. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.
- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.
- E. *Analyze and critique fiction and poetry* based on the form and theory addressed in class. This will be assessed through an exam.

## **Data**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- C. Identify and understand with 70% accuracy the following key elements of fiction: setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- E. Analyze and critique fiction and poetry based on the form and theory addressed in class. This will be assessed through an exam.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>22</b>	<b>15</b>	<b>59</b>

### **Conclusions**

These statistics indicate that in ENGL 141 the students are achieving student-learning outcomes A-D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome E at a rate under 70%. The success rate for SLO E will most likely improve with the creation of formal analysis of poetry and fiction essay portions of the final exam. Such formal essays will most likely show more evidence of student success than the informal journal entries assessed in this study.

## **ENGL 102: Critical Thinking Through Literature**

### **Methodology**

We chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Distinguish among facts, inferences, judgments, and implications.
- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.
- C. Identify premises, both stated and unstated.
- D. Recognize fallacious reasoning.

### **Data**

#### **A. Logical Thinking Exam:**

We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results:

SLO A: Distinguish among facts, inferences, judgments, and implications:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>58</b>	<b>15</b>	<b>79</b>

SLO C: Identify premises, both stated and unstated:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>54</b>	<b>19</b>	<b>74</b>

SLO D: Recognize fallacious reasoning:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>48</b>	<b>25</b>	<b>66</b>

Overall Success Rate: 77.5%

## **B. Papers:**

We held our fourth Student Learning Outcome Assessment Session on the Flex Day prior to Spring Semester: 1/13/12.

Participants:

C. Swiridoff

G. Enns

L. Vasquez

J. Gray

C. Davis

The data sample was a random selection of final papers from all of the fall 102 sections. The 32 papers were shuffled, evenly distributed among the readers, and graded by a rubric, with all faculty members making reference to pre-established departmental guidelines and using anonymous tally sheets for assessment of student success in achieving SLO B.

## **Data**

Upon successful completion of the course, the student will be able to

- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>27</b>	<b>5</b>	<b>84</b>

### **Conclusions**

#### **A. Logical Thinking Exam:**

These statistics indicate that in ENGL 102 the students are achieving student-learning outcomes A and C at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome D at a rate of under 70%. The faculty agreed that the success rate for SLO D should improve with more emphasis on logical fallacies in all of the ENGL 102 sections.

#### **B. Papers:**

These statistics indicate that the students are achieving SLO B at a rate of over 80%, which we determined to be a better-than-satisfactory performance overall.

### **Literature Classes: ENGL 111, 221, and 245**

Participants:

- G. Enns
- C. Abbott
- C. Davis

### **Methodology**

We chose three sections of literature classes from fall semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 59 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. understand the literary elements of plot, structure, character, theme, and imagery.
- B. apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.
- C. describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.
- D. explain the relation between historical context and literary elements.

## Data

SLO A: Understand the literary elements of plot, structure, character, theme, and imagery.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO B: Apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO C: describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

SLO D: explain the relation between historical context and literary elements.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

Overall Success Rate: 85%

## Conclusions

These statistics indicate that in the three literature sections the students are achieving student-learning outcomes A-D at a rate of over 80%, which we determined to be a good performance overall.

**ENSL 20 – 22**

Participants:

J. Metz

C. Davis

## Methodology



We chose the only sections of ENSL 20, 21, and 22 from Fall Semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 15 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Increase both their receptive and productive vocabularies.
- B. Be able to comprehend and respond to written and spoken beginning level English.
- C. Be able to form in speech and writing basic, grammatically correct English sentences.
- D. Gain a basic knowledge of English grammar.

### **Data**

- A. Increase both their receptive and productive vocabularies.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- B. Be able to comprehend and respond to written and spoken beginning level English.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- C. Be able to form in speech and writing basic, grammatically correct English sentences.

Satisfactory	Unsatisfactory	% of success
10	5	66%

- D. Gain a basic knowledge of English grammar.

Satisfactory	Unsatisfactory	% of success
11	4	73%

Overall % of success = 78%

### **Conclusions**

These statistics indicate that in ENSL 20-22 the students are achieving student-learning outcomes A, B, and D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome C at a rate of under 70%. The faculty agreed that the comparatively low success rate for SLO C is attributable to some of the students' poor attendance and incompleteness of assignments and should improve with more effective enrollment management in all of the ENSL sections.

### **Future Assessment**

The next assessment session, to be held at the end of Spring Semester 2012, will evaluate student success in the following courses: **SPCH 101**.

# Course Outcome Assessment Report

## Basic Information:

**Course:** ENGL C102 Crit. Thinking Through Lit.

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% success rate

**Learning Outcome:** Identify premises, both stated and unstated.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

### Changes Made Since Last Assessment:

**Assessment Plan:** Assessment Attempt 1: In our first attempt to assess ENGL 102, it quickly became apparent that a paper artifact was appropriate for assessing only one of the four outcomes of the class: B. to analyze and create written arguments, using sound reasoning and relevant supporting details. Because of this difficulty, the faculty members repeatedly stopped to ask questions about how, by means of the papers they were evaluating, they could assess the students' ability to distinguish between facts and inferences, identify premises, and recognize fallacious reasoning. After a lengthy discussion, the department decided that the assessment of English 102 would have to be deferred until a more suitable artifact, a quiz or exam that tests the students' abilities to perform critical thinking exercises, was identified and included with the paper artifact for student-learning outcome B. Fortunately, we have already written an exam on logical fallacies to which we could include material designed to assess student-learning outcomes A and C. The addition of this exam data will be incorporated in future assessment of English 102. Assessment Attempt 2: This time we chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

## Assessment Results:

**Results:** We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results: SLO C Satisfactory/Unsatisfactory 54/19 % of success: 74 Overall success rate (SLO's A-D): 77.5%

**Analysis and Plan for Improvement and Reassessment:** These statistics indicate that in ENGL 102 the students are achieving SLO C at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. For a holistic view of these results, please see the attached document.

**Participants:** C. Davis C. Abbott G. Enns

## Attachments:

[Assessment Session IV](#)

**Department of English Assessment Sessions IV**  
**English 141: Creative Writing, English 102: Critical Thinking Through Literature,**  
**Literature Courses, and ENSL 20**  
**(12/16/11-1/17/12)**

**ENGL 141: Creative Writing**

Participants:

G. Enns

C. Davis

**Methodology**

We sampled one class: English 141 Online Fall 2011. Artifacts and their corresponding SLO's are as follows:

1. Final Exam Poetry Section (A)
2. Poetry Portfolio (A, B)
3. Final Exam Fiction Elements Section (C)
4. Fiction Portfolio (C, D)
5. Sample Poetry Analysis Journal Entries (E).
6. Sample Fiction Analysis Journal Entries (E).

**Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: *concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures*. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.
- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.
- C. Identify and understand with 70% accuracy the following key elements of fiction: *setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony*. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.
- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.
- E. *Analyze and critique fiction and poetry* based on the form and theory addressed in class. This will be assessed through an exam.

## **Data**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- C. Identify and understand with 70% accuracy the following key elements of fiction: setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- E. Analyze and critique fiction and poetry based on the form and theory addressed in class. This will be assessed through an exam.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>22</b>	<b>15</b>	<b>59</b>

### **Conclusions**

These statistics indicate that in ENGL 141 the students are achieving student-learning outcomes A-D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome E at a rate under 70%. The success rate for SLO E will most likely improve with the creation of formal analysis of poetry and fiction essay portions of the final exam. Such formal essays will most likely show more evidence of student success than the informal journal entries assessed in this study.

## **ENGL 102: Critical Thinking Through Literature**

### **Methodology**

We chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Distinguish among facts, inferences, judgments, and implications.
- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.
- C. Identify premises, both stated and unstated.
- D. Recognize fallacious reasoning.

### **Data**

#### **A. Logical Thinking Exam:**

We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results:

SLO A: Distinguish among facts, inferences, judgments, and implications:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>58</b>	<b>15</b>	<b>79</b>

SLO C: Identify premises, both stated and unstated:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>54</b>	<b>19</b>	<b>74</b>

SLO D: Recognize fallacious reasoning:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>48</b>	<b>25</b>	<b>66</b>

Overall Success Rate: 77.5%

## **B. Papers:**

We held our fourth Student Learning Outcome Assessment Session on the Flex Day prior to Spring Semester: 1/13/12.

Participants:

C. Swiridoff

G. Enns

L. Vasquez

J. Gray

C. Davis

The data sample was a random selection of final papers from all of the fall 102 sections. The 32 papers were shuffled, evenly distributed among the readers, and graded by a rubric, with all faculty members making reference to pre-established departmental guidelines and using anonymous tally sheets for assessment of student success in achieving SLO B.

## **Data**

Upon successful completion of the course, the student will be able to

- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>27</b>	<b>5</b>	<b>84</b>

### **Conclusions**

#### **A. Logical Thinking Exam:**

These statistics indicate that in ENGL 102 the students are achieving student-learning outcomes A and C at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome D at a rate of under 70%. The faculty agreed that the success rate for SLO D should improve with more emphasis on logical fallacies in all of the ENGL 102 sections.

#### **B. Papers:**

These statistics indicate that the students are achieving SLO B at a rate of over 80%, which we determined to be a better-than-satisfactory performance overall.

### **Literature Classes: ENGL 111, 221, and 245**

Participants:

- G. Enns
- C. Abbott
- C. Davis

### **Methodology**

We chose three sections of literature classes from fall semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 59 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. understand the literary elements of plot, structure, character, theme, and imagery.
- B. apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.
- C. describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.
- D. explain the relation between historical context and literary elements.



## Data

SLO A: Understand the literary elements of plot, structure, character, theme, and imagery.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO B: Apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO C: describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

SLO D: explain the relation between historical context and literary elements.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

Overall Success Rate: 85%

## Conclusions

These statistics indicate that in the three literature sections the students are achieving student-learning outcomes A-D at a rate of over 80%, which we determined to be a good performance overall.

**ENSL 20 – 22**

Participants:

J. Metz

C. Davis

## Methodology

We chose the only sections of ENSL 20, 21, and 22 from Fall Semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 15 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Increase both their receptive and productive vocabularies.
- B. Be able to comprehend and respond to written and spoken beginning level English.
- C. Be able to form in speech and writing basic, grammatically correct English sentences.
- D. Gain a basic knowledge of English grammar.

### **Data**

- A. Increase both their receptive and productive vocabularies.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- B. Be able to comprehend and respond to written and spoken beginning level English.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- C. Be able to form in speech and writing basic, grammatically correct English sentences.

Satisfactory	Unsatisfactory	% of success
10	5	66%

- D. Gain a basic knowledge of English grammar.

Satisfactory	Unsatisfactory	% of success
11	4	73%

Overall % of success = 78%

### **Conclusions**

These statistics indicate that in ENSL 20-22 the students are achieving student-learning outcomes A, B, and D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome C at a rate of under 70%. The faculty agreed that the comparatively low success rate for SLO C is attributable to some of the students' poor attendance and incompleteness of assignments and should improve with more effective enrollment management in all of the ENSL sections.

### **Future Assessment**

The next assessment session, to be held at the end of Spring Semester 2012, will evaluate student success in the following courses: **SPCH 101**.

# Course Outcome Assessment Report

## Basic Information:

**Course:** ENGL C102 Crit. Thinking Through Lit.

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% success rate

**Learning Outcome:** Recognize fallacious reasoning.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

### Changes Made Since Last Assessment:

**Assessment Plan:** Assessment Attempt 1: In our first attempt to assess ENGL 102, it quickly became apparent that a paper artifact was appropriate for assessing only one of the four outcomes of the class: B. to analyze and create written arguments, using sound reasoning and relevant supporting details. Because of this difficulty, the faculty members repeatedly stopped to ask questions about how, by means of the papers they were evaluating, they could assess the students' ability to distinguish between facts and inferences, identify premises, and recognize fallacious reasoning. After a lengthy discussion, the department decided that the assessment of English 102 would have to be deferred until a more suitable artifact, a quiz or exam that tests the students' abilities to perform critical thinking exercises, was identified and included with the paper artifact for student-learning outcome B. Fortunately, we have already written an exam on logical fallacies to which we could include material designed to assess student-learning outcomes A and C. The addition of this exam data will be incorporated in future assessment of English 102. Assessment Attempt 2: This time we chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

## Assessment Results:

**Results:** We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results: SLO D Satisfactory/Unsatisfactory 48/25 % of success: 66 Overall Success Rate (SLO's A-D): 77.5%

**Analysis and Plan for Improvement and Reassessment:** Students are achieving student-learning outcome D at a rate of under 70%. The faculty agreed that the success rate for SLO D should improve with more emphasis on logical fallacies in all of the ENGL 102 sections. For a holistic view of these results, please see the attached document.

**Participants:** C. Davis C. Abbott G. Enns

## Attachments:

[Assessment Session IV](#)

**Department of English Assessment Sessions IV**  
**English 141: Creative Writing, English 102: Critical Thinking Through Literature,**  
**Literature Courses, and ENSL 20**  
**(12/16/11-1/17/12)**

**ENGL 141: Creative Writing**

Participants:

G. Enns

C. Davis

**Methodology**

We sampled one class: English 141 Online Fall 2011. Artifacts and their corresponding SLO's are as follows:

1. Final Exam Poetry Section (A)
2. Poetry Portfolio (A, B)
3. Final Exam Fiction Elements Section (C)
4. Fiction Portfolio (C, D)
5. Sample Poetry Analysis Journal Entries (E).
6. Sample Fiction Analysis Journal Entries (E).

**Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: *concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures*. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.
- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.
- C. Identify and understand with 70% accuracy the following key elements of fiction: *setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony*. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.
- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.
- E. *Analyze and critique fiction and poetry* based on the form and theory addressed in class. This will be assessed through an exam.

## **Data**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- C. Identify and understand with 70% accuracy the following key elements of fiction: setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- E. Analyze and critique fiction and poetry based on the form and theory addressed in class. This will be assessed through an exam.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>22</b>	<b>15</b>	<b>59</b>

### **Conclusions**

These statistics indicate that in ENGL 141 the students are achieving student-learning outcomes A-D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome E at a rate under 70%. The success rate for SLO E will most likely improve with the creation of formal analysis of poetry and fiction essay portions of the final exam. Such formal essays will most likely show more evidence of student success than the informal journal entries assessed in this study.

## **ENGL 102: Critical Thinking Through Literature**

### **Methodology**

We chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Distinguish among facts, inferences, judgments, and implications.
- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.
- C. Identify premises, both stated and unstated.
- D. Recognize fallacious reasoning.

### **Data**

#### **A. Logical Thinking Exam:**

We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results:

SLO A: Distinguish among facts, inferences, judgments, and implications:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>58</b>	<b>15</b>	<b>79</b>

SLO C: Identify premises, both stated and unstated:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>54</b>	<b>19</b>	<b>74</b>

SLO D: Recognize fallacious reasoning:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>48</b>	<b>25</b>	<b>66</b>

Overall Success Rate: 77.5%

## **B. Papers:**

We held our fourth Student Learning Outcome Assessment Session on the Flex Day prior to Spring Semester: 1/13/12.

Participants:

C. Swiridoff

G. Enns

L. Vasquez

J. Gray

C. Davis

The data sample was a random selection of final papers from all of the fall 102 sections. The 32 papers were shuffled, evenly distributed among the readers, and graded by a rubric, with all faculty members making reference to pre-established departmental guidelines and using anonymous tally sheets for assessment of student success in achieving SLO B.

## **Data**

Upon successful completion of the course, the student will be able to

- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.



<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>27</b>	<b>5</b>	<b>84</b>

### **Conclusions**

#### **A. Logical Thinking Exam:**

These statistics indicate that in ENGL 102 the students are achieving student-learning outcomes A and C at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome D at a rate of under 70%. The faculty agreed that the success rate for SLO D should improve with more emphasis on logical fallacies in all of the ENGL 102 sections.

#### **B. Papers:**

These statistics indicate that the students are achieving SLO B at a rate of over 80%, which we determined to be a better-than-satisfactory performance overall.

### **Literature Classes: ENGL 111, 221, and 245**

Participants:

- G. Enns
- C. Abbott
- C. Davis

### **Methodology**

We chose three sections of literature classes from fall semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 59 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. understand the literary elements of plot, structure, character, theme, and imagery.
- B. apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.
- C. describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.
- D. explain the relation between historical context and literary elements.

## Data

SLO A: Understand the literary elements of plot, structure, character, theme, and imagery.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO B: Apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO C: describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

SLO D: explain the relation between historical context and literary elements.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

Overall Success Rate: 85%

## Conclusions

These statistics indicate that in the three literature sections the students are achieving student-learning outcomes A-D at a rate of over 80%, which we determined to be a good performance overall.

**ENSL 20 – 22**

Participants:

J. Metz

C. Davis

## Methodology

We chose the only sections of ENSL 20, 21, and 22 from Fall Semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 15 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Increase both their receptive and productive vocabularies.
- B. Be able to comprehend and respond to written and spoken beginning level English.
- C. Be able to form in speech and writing basic, grammatically correct English sentences.
- D. Gain a basic knowledge of English grammar.

### **Data**

- A. Increase both their receptive and productive vocabularies.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- B. Be able to comprehend and respond to written and spoken beginning level English.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- C. Be able to form in speech and writing basic, grammatically correct English sentences.

Satisfactory	Unsatisfactory	% of success
10	5	66%

- D. Gain a basic knowledge of English grammar.

Satisfactory	Unsatisfactory	% of success
11	4	73%

Overall % of success = 78%

### **Conclusions**

These statistics indicate that in ENSL 20-22 the students are achieving student-learning outcomes A, B, and D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome C at a rate of under 70%. The faculty agreed that the comparatively low success rate for SLO C is attributable to some of the students' poor attendance and incompleteness of assignments and should improve with more effective enrollment management in all of the ENSL sections.

### **Future Assessment**

The next assessment session, to be held at the end of Spring Semester 2012, will evaluate student success in the following courses: **SPCH 101**.