

Course Student Learning Outcome (CSLO) Assessment Form

Semester: Spring 2012 Course: English 100 Sections Assessed: 18

Faculty Assessing the Course: Sara Toruno-Conley (lead)

CSLO	Method of Assessment	Proficiency	Learning	Improvement
<b>Identify at least 3 CSLOs from the COOR to assess.</b>	Review the assessment section of the COOR, <b>identify and describe the assessment activity (exam, project, essay, etc)</b> that would best assess the students' proficiency of the CSLO. <b>Explicitly state which part of the assessment activity assesses that particular CSLO.</b>	<b>Develop and list the criteria</b> for proficiency for both <b>"High Proficiency"</b> (A level work) and <b>"Meets Proficiency"</b> (C level work) <b>that specifically relates to the assessment instrument for the CSLO being assessed.</b>  You may want to review the COOR as a starting point.	Answer the following question for each CSLO assessed: <b>How many students were at each proficiency level?</b>  <b>What did we learn from the assessment?</b>	Where appropriate identify strategies to try that may improve student learning. Answer the following question:  <b>What do we plan next to improve student learning?</b>
CSLO 1:  Comprehend, summarize respond thoughtfully to, analyze, critique and synthesize college-level readings.	Assessment Activity:  7-10 argumentative research paper: students will be required to conduct their own research using the library resources in order to write an argumentative paper.  Description:  Students are required to synthesize college-level readings (articles and/or books) from the library in their papers. Students must adequately summarize and respond to the articles/books used in order to smoothly incorporate examples and differing perspectives from their sources.	High Proficiency:  Quotes are used and incorporated correctly. Paragraphs show <i>thoughtfulness</i> (e.g. analysis, reflection, explanation, commentary, synthesis). Student has a clear understanding of what the examples/quotes mean and how they support his/her argument.  Meets Proficiency:  The essay provides development of its thesis/ points through specific examples, elaboration and analysis, although the support may be minimal, predictable, and/or may reflect a slight lack of reading comprehension.	(We did a holistic scoring, meaning we did not score individual CSLOs. Below are results of the holistic scoring).  # High Proficiency <u>22 (14%)</u> # Meets Proficiency <u>83 (52%)</u> # Below Proficiency <u>56 (34%)</u>  Many students had difficulty adequately providing in-depth analysis on sources used.	The English department is considering offering professional development focused on the teaching of the English 100 research component.  We are also considering whether or not to keep the research paper assignment while still keeping a research component.  We will address what we've learned from the holistic scoring when rewriting the English 100 COOR in the fall 2012 semester.
CSLO 2:  Write clear, organized, convincing in-depth thesis-driven academic essays which synthesize several sources, demonstrating engagement in a full and productive reading, thinking, and writing	Assessment Activity:  7-10 argumentative research paper: students will be required to conduct their own research using the library resources in order to write an argumentative paper.  Description:  Students must write a clear, organized, thesis-driven research paper in which	High Proficiency:  Essay has a clearly stated thesis, usually placed near the end of the introduction. Thesis is appropriate for audience and purpose. Points/topic sentences and supporting examples all stay focused on the thesis.  Essay structure and paragraphing reflect a clear, logical and smooth development of the thesis. Each paragraph has a clear topic sentence or point that is relevant to the	(We did a holistic scoring, meaning we did not score individual CSLOs. Below are results of the holistic scoring).  # High Proficiency <u>22 (14%)</u> # Meets Proficiency <u>83 (52%)</u> # Below Proficiency <u>56 (35%)</u>	The English department is considering offering professional development focused on the teaching of the English 100 research component.  We are also considering whether or not to keep the research paper

<p>process.</p>	<p>they draw from various sources in order to adequately support their position.</p>	<p>thesis. Essay displays coherence within each paragraph. Essay uses transitions appropriately.</p> <p>Each paragraph contains abundant specific examples, details and illustrations drawn from the readings/sources to fully develop the main point as expressed in the topic sentence. Quotes are used and incorporated correctly. Paragraphs show <i>thoughtfulness</i> (e.g. analysis, reflection, explanation, commentary, synthesis).</p> <p><b>Meets Proficiency:</b></p> <p>Essay adequately fulfills its purpose, and has some commendable features. Essay has an identifiable thesis, although it may be faulty (too broad / too narrow). Some points and/or supporting examples may stray slightly from the thesis.</p> <p>Essay has a recognizable organizational structure, although there may be some weak transitions, an occasional unclear topic sentence (or point), and/or a slight lack of coherence within paragraphs that nevertheless does not significantly interfere with understanding.</p> <p>The essay provides development of its thesis/ points through specific examples, elaboration and analysis, although the support may be minimal, predictable, and/or may reflect a slight lack of reading comprehension.</p>	<p>Students had difficulty writing clear, focused thesis statements as well as staying focused on the thesis throughout. Using sources to support the thesis was also a problem. This could be due to faculty assigning a range of research paper topics, some that are very specific and others that are too broad, wide open or complex. Those students who received complex or very broad topics had a harder time meeting proficiency.</p>	<p>assignment while still keeping a research component.</p> <p>We will address what we've learned from the holistic scoring when rewriting the English 100 COOR in the fall 2012 semester.</p>
<p>CSLOs 3-4:</p> <p>3. Think critically at a college level. They can describe and evaluate arguments, recognize bias, identify and avoid logical fallacies, and think critically as part of their own reading and writing process. They can fairly consider and be articulate about points of view different from their own.</p> <p>4. Conduct basic research using library tools, and can use that research as part of the writing (thinking and reading) process for major essays.</p>	<p><b>Assessment Activity:</b></p> <p>7-10 argumentative research paper: students will be required to conduct their own research using the library resources in order to write an argumentative paper.</p> <p><b>Description:</b></p> <p>Since this is an argumentative research paper, students will be required to use devices such as concession and refutation in order to evaluate, describe, and fairly consider various arguments. Students must use logic and reason in order to avoid logical fallacies.</p> <p>Students will be required to conduct research using the LMC library. They will be required to find outside sources by using the electronic databases.</p>	<p><b>High Proficiency:</b></p> <p>Essay uses logic and reason appropriately, avoiding fallacies. Student displays a full understanding of the argumentative issue, describing both sides of the issue adequately and in-depth. Student may use refutation and concession in order to better present both sides of the issue.</p> <p>Student incorporates at least three outside sources from the library to write a 7-10 page paper. Student uses MLA format for citations.</p> <p><b>Meets Proficiency:</b></p> <p>Student may do a good job of arguing his/her position, but may neglect fully explaining opposing points of view. May display some minor flaws in logic and reason.</p> <p>Student incorporates at least three outside sources from the library to write a 7-10 page paper. Student uses MLA format for citations.</p>	<p>(We did a holistic scoring, meaning we did not score individual CSLOs. Below are results of the holistic scoring).</p> <p># High Proficiency <u>22 (14%)</u>  # Meets Proficiency <u>83 (52%)</u>  # Below Proficiency <u>56 (35%)</u></p> <p>There were problems with logical fallacies in student writing. This may be because students are having trouble with the task of not only writing an argumentative paper, but also doing their own research.</p>	<p>The English department is considering offering professional development focused on the teaching of the English 100 research component.</p> <p>We are also considering whether or not to keep the research paper assignment while still keeping a research component.</p> <p>We will address what we've learned from the holistic scoring when rewriting the English 100 COOR in the fall 2012 semester.</p>

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Planning meeting date and people who attended:

Holistic Scoring FLEX workshop: January, 18<sup>th</sup> 2012, Sara Toruno-Conley, Connie Alves, Julie Ashmore, Gregg Brown, Kim Elder, Ben Jahn, Dabney Lyons, Robert Pendleton, Josephine Perry, Michael Yeong.

Learning and Improvement meeting date and people who attended: March 12<sup>th</sup> 2012 (Department Meeting), Full-Time English Faculty