Course Outcome Assessment Report

**Course:** Approaches to Literature

**Outcome:** Students will document credible outside sources using designated citation format.

**Terms Included in this Report:** Spring, 2010

**Data Summary:**

<table>
<thead>
<tr>
<th>Criteria/Standards</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will document credible outside sources using designated citation format. (Benchmark: 20%) Benchmark Achieved</td>
<td>Inaccurate or no documentation of credible sources. — 1 (11.1%)</td>
<td>Some documentation of credible sources is present. — 6 (66.7%)</td>
<td>All documentation of credible sources is present. — 2 (22.2%)</td>
</tr>
</tbody>
</table>

**Qualitative Data/Comments and Observations**

No additional information was submitted

**Inferences:** Students performing at the Unsatisfactory level did not master research techniques taught in ENGL 101.

**Action Plan:** A brief review of MLA format and style be included early in the semester.

**Local Resource Needs:**
Resource Requests: None

Additional Comments:
Course Outcome Assessment Report

Course: Readings in the Short Story

Outcome: Students should be able to offer original interpretations of the literature and include accurately documented and credible research of various short stories.

Terms Included in this Report: Spring, 2010

Data Summary:

<table>
<thead>
<tr>
<th>Criteria/Standards</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to offer original interpretation of the literature and include accurately documented and credible research of various short stories. (Benchmark: 85%) Benchmark Achieved</td>
<td>Sources are not cited. — 1 (7.1%)</td>
<td>Ideas are presented in the most logical order. Documentation may not be accurate, but an attempt to cite sources is present. — 9 (64.3%)</td>
<td>Ideas build on each other. Quotations are cited properly. — 4 (28.6%)</td>
</tr>
</tbody>
</table>

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: Benchmark achieved. It appears that students are importing knowledge, albeit imperfectly, from English 101 and English 201.
Action Plan: Provide a refresher lesson on MLA in an effort to move students from the Satisfactory range to the Excellent range. Assessing documentation on research paper will determine whether such a lesson has enhanced student learning.

Local Resource Needs:

Resource Requests: None

Additional Comments: Daniel Osman and Jim Matthis completed this report together.
Course Outcome Assessment Report

**Course:** Advanced Composition and Critical Thinking

**Outcome:** The student will be able to organize ideas logically.

**Terms Included in this Report:** Spring 2013

**Data Summary:**

<table>
<thead>
<tr>
<th>Criteria/Standards</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to organize ideas logically (Benchmark: 85%) Benchmark Not Achieved</td>
<td>No organization — 63 (17.1%)</td>
<td>Clear organization — 156 (42.4%)</td>
<td>Effective organization — 149 (40.5%)</td>
</tr>
</tbody>
</table>

**Qualitative Data/Comments and Observations**

1. The data for this outcome was collected from the 3rd Research paper submitted by students. The two students who did not achieve this academic goal did not turn in the assignment and did not receive a passing grade for the course.
2. These data were taken from the final exam essay.
3. Eight students either did not attempt or created unsatisfactory logical sequences while twenty-two did excellent or satisfactory work.

**Inferences:** Given that the Benchmark was not achieved with a 82.3% of students scoring satisfactory and above, we can conclude that students are in need of more detailed instruction regarding organizing ideas logically.
**Action Plan:** We will attempt to identify those students in need of additional help in the area of organizing ideas logically. Additional instruction and practice will be employed, focusing on modeling the process of outlining ideas in order to improve the student's abilities to organize ideas logically. Student outlines will be evaluated in class in order to offer the appropriate guidance the student may need. Future assessment will involve the student submitting his/her outline prior to submitting the writing assignment for which the outline is being created.

**Local Resource Needs:**

**Resource Requests:** None

**Additional Comments:**
Course Outcome Assessment Report

Course: Advanced Composition and Critical Thinking

Outcome: The student will be able to write persuasively.

Terms Included in this Report: Spring 2013

Data Summary:

<table>
<thead>
<tr>
<th>Criteria/Standards</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to write</td>
<td>Not persuasive</td>
<td>Somewhat persuasive</td>
<td>Very persuasive</td>
</tr>
<tr>
<td>persuasively</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>(Benchmark: 85%)</td>
<td>58 (17.2%)</td>
<td>164 (48.7%)</td>
<td>115 (34.1%)</td>
</tr>
<tr>
<td>Benchmark Not Achieved</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Qualitative Data/Comments and Observations

1. The data for this outcome was collected from the 3rd Research paper submitted by students. The one student who did not achieve this academic goal did not turn in the assignment and did not receive a passing grade for the course. Compared with the first outcome for this class--writing logically--this performance standard seems more challenging as 14 students assessed in the "Satisfactory" range, and only 8 produced work in the "Excellent" category.
2. These data are taken from the final exam essay.
3. Eight students either did not attempt or created unsatisfactory written assignments while twenty-two did excellent or satisfactory work.

Inferences: Given that the Benchmark was not achieved with 81.9% of the students scoring satisfactorily and above, we can conclude that the
students are in need of alternative techniques and practices to strengthen their persuasive writing skills.

**Action Plan:** In order to assist the students who scored unsatisfactory, we will attempt to identify students in need of additional instruction regarding persuasive writing and employ techniques that the student can utilize in order to strengthen their persuasive writing techniques. First, the students will be presented with an analysis of a persuasive text that they can model in order to identify the techniques of persuasive writing and to subsequently strengthen their own persuasive writing techniques. Secondly, in-class assignments will be conducted that focus on practicing and eventually strengthening their abilities to write persuasively. In addition, the student will be directed to modules in “Comp Class” that focus on persuasive writing techniques in order to offer the student further practice. We will continue to assess students using the same methods utilized for this assessment report in addition to the assessment of specific in-class and homework assignments. Also, to ensure comprehension, special attention will be given to offering students more examples and guidance in-class, along with a variety of techniques that will allow the students to write persuasively.

**Local Resource Needs:**

**Resource Requests:** None

**Additional Comments:**
Course Outcome Assessment Report

Course: Advanced Composition and Critical Thinking

Outcome: Upon successful completion of this degree, the student will be able to document sources using a designated citation format.

Terms Included in this Report: Spring 2013

Data Summary:

<table>
<thead>
<tr>
<th>Criteria/Standards</th>
<th>Not Proficient</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will correctly document</td>
<td>Student will incorrectly document or document too</td>
<td>Student will correctly document all or some</td>
</tr>
<tr>
<td>sources. (Benchmark: 70%)</td>
<td>few or no outside sources.</td>
<td>outside sources.</td>
</tr>
<tr>
<td>Benchmark Achieved</td>
<td>73 (23.3%)</td>
<td>240 (76.7%)</td>
</tr>
</tbody>
</table>

Qualitative Data/Comments and Observations

1. These data are taken from the final exam essay.
2. Fourteen students either didn’t attempt or created unsatisfactory documentation of sources while fourteen did excellent work. (My tabulations reflect five students that quit coming but were not dropped due to deadline restrictions)

Inferences: Given that the Benchmark was achieved, we can conclude that instructors are effectively teaching students to document sources effectively.

Action Plan: In order to assist students, such as those who scored 23.3% not proficient, we will be providing students with work cited papers
that they can model in order to strengthen their documentation skills. Also, we will stress the importance of symmetry between the work cited page and what has been cited in the essay itself. In-class assignments will focus on identifying and citing sources correctly from the essay to the work cited page. For additional practice the students will be directed to modules in "Comp Class" that will help them strengthen their documentation skills. We will continue to assess students using the same methods utilized for this assessment report, in addition to the assessment of specific in-class and homework assignments.

Local Resource Needs:

Resource Requests: None

Additional Comments: