

## EVC English 1C Course Assessment Matrix

Student Learning Outcomes and Assessment Tool	Evaluation Timeline	Assessment Results	Analysis/Action Plan and Timeline
<p><b>SLO #1</b>  <b>Read and respond critically to various college-level readings in diverse cultural and historical contexts, distinguishing between fact and opinion, literal and inferential meanings, and warranted and unwarranted assumptions from available data.</b></p> <p><b>ILO:</b> Information Competency            ILO: Inquiry and Reasoning</p> <p><b>Tool:</b>            Students write a departmental final exam essay analyzing a current op-ed article.</p>	F 2011	112 students in Secs. 201 through 206 took the final exam; 94 (89%) received a passing score of 3.5 (C) or better on the attached scoring rubric. Final exam prompt word count: 966.	There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs.
	Sp 2013	125 students in Secs. 201 through 206 took the final exam; 116 (93%) received a passing score of 3.5 (C) or better on the scoring rubric. Final exam prompt word count: 918.	Instructors review methodologies once each semester. There are no changes planned now for this SLO as current instruction methodologies are effective.
	Sp 2015	96 students in Secs. 201-204 and 206 took the final exam; 90 (94%) received a passing score of 3.5 (C) or better on the scoring rubric. Final exam word count: 769.	<p>Spring 2015 Comprehensive Review: Most student success rates on SLOs tested by the final exam have been in 86-89% range; in the research paper, 91-92%. However, in Spring 2013 the final exam success rate was 93%. We discussed whether the number of 1C students evaluated each semester made a difference (range is 83-135), or whether the length of the final exam prompt (1084-790 words) made a difference.</p> <p>Nothing seems to point to an obvious answer, although we agreed that exam prompts should be kept short and to a topic accessible to our students so they can analyze and write about them in a typical 80-minute period. We wonder, given the small numbers of students each semester, whether the statistical differences are significant. We also discussed student readiness. We have a few students each semester without the reading skills required for 1C; most drop before the end of the semester, but some students persist and then don't pass the class. We do give pre-tests to diagnose student problems and recommend extra help to students who need it at the beginning of the semester.</p>
	Sp 2017	136 students in Secs. 201-206, 208 took the final exam; 123 (90%) received a passing score of 3.5 (C) or better on the scoring rubric. 2 of the students who failed the final did not pass the class. Final exam word count: 871.	Spring 2017 Comprehensive Review: For two years, SJSU has been requiring 1C instead of 1B as the second-semester English course for most students. SJSU's course is more of a second-semester composition/argumentation course rather than a critical thinking/informal logic course like EVC's, which was patterned on the UC critical thinking course. EVC's course was designed primarily for students transferring to UCs and is appropriate for students who are competent in academic reading and writing at college level. We typically offered 5 sections per semester which was adequate for

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			the target audience. Now that students transferring to SJSU are enrolling, we have more demand for 1C, less demand for 1B, and students with lower skill levels. We are also teaching 1C during the shorter summer schedule. Should we modify the standard 1C curriculum of 6 essays, a research paper, group presentation, and chapter quizzes? Some students are struggling with the reading level and abstract thought necessary for analyzing essays in our common textbook.
	Sp 2019		
<b>SLO #2</b> <b>Identify and evaluate deductive/inductive arguments, claims, frames of reference, stated and unstated premises, conclusions, authority, and common logical fallacies in reasoning and argument.</b>  <b>ILO:</b> Information Competency ILO: Inquiry and Reasoning  <b>Tool:</b> Students write a departmental final exam essay analyzing a current op-ed article.	Sp 2012	99 students in Secs. 201 through 205 took the final exam; 85 (86%) received a passing score of 3.5 (C) or better on the attached scoring rubric. Final exam prompt word count: 1084.	There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs.
	F 2013	83 students in Secs. 201-03 and 205-06 took the final exam; 71 (86 %) received a passing score of 3.5 (C) or better on the attached scoring rubric. Final exam prompt word count: 790.	Out of 5 students who passed the exam with low scores of 3.5, 5 passed the class and 1 failed.
	F 2015	82 students in Secs. 201-03 and 205-6 took the final exam; 75 (91%) received a passing score of 3.5 (C) or better. Of the 5 students who passed the exam with a score of 3.5, 4 passed the class. Final exam word count: 618.	Instructors will examine how many students passed the exam with a score of 3.5 instead of 4, and whether the 3.5 students succeeded in the class. If they were not successful in the class overall, the passing score on the exam may be moved to 4 instead of 3.5, and/or the exam weight may be changed to 20% of semester grade instead of 15%. How will this affect our student success? CSUs are now requiring 1C instead of 1B. Will this mean an increase in underprepared students in 1C and how will this affect our student success?
	F 2017	91 students in Secs. 201 through 204 took the final exam; 84 (92%) received a passing score of 3.5 (C) or better on the attached scoring rubric. Final exam prompt word count: 849.	Instructors noted that some students, while correctly analyzing the prompt's rhetorical and logical devices, misidentified the writer's main point, which is that many monuments are currently politically unpopular, but we need a democratic, not reactionary, process for taking them down. We discussed ways to improve instruction so students would recognize the conclusion in the future.
<b>SLO #3</b> <b>Evaluate diction and language, recognizing denotative, connotative, and rhetorical uses of language and</b>	Sp 2012	99 students in Secs. 201 through 205 took the final exam; 85 (86%) received a passing score of 3.5 (C) or better on the attached scoring rubric. Final exam prompt word count: 1084.	There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs.
	Sp 2014	111 students in Secs. 201 through 206 took the final exam; 99 (89%) received a passing score of 3.5 (C) or better on the attached scoring rubric. Final exam prompt word count: 794.	Instructors review methodologies once each semester. One of the changes planned is to incorporate analysis of argumentation students may find in their life situations, such as disputes in the

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<p><b>exploring literary devices such as irony, overstatement, and paradox.</b></p> <p><b>ILO:</b> Information Competency ILO: Inquiry and Reasoning</p> <p><b>Tool:</b> Students write a departmental final exam essay analyzing a current op-ed article.</p>			workplace. 1C instructors also met with EVC Counselors in March 2014 to review the curriculum of English 1C and explain the requirements for student success.
	Sp 2016	100 students in Secs. 201, 202, 203, and 206 took the final exam; 91 (91%) received a passing score of 3.5 (C) or better. Of the 5 students who passed the exam with a score of 3.5, all passed the class. Final exam prompt word count: 654.	Instructors review methodologies once each semester. There are no changes planned now for this SLO as current instruction methodologies are effective.
	Sp 2018	171 students in Secs. 201-6, 208 took the final exam; 163 (95%) received a passing score of 3.5 (C) or better. Final exam word count: 790.	Instructors review methodologies once each semester. There are no changes planned now for this SLO as current instruction methodologies are effective.
<p><b>SLO #4</b> <b>Research a problem and propose a solution, in correct academic prose at transfer level, assessing the credibility of, and accurately citing, outside sources.</b></p> <p><b>ILO:</b> Information Competency ILO: Inquiry and Reasoning</p> <p><b>Tool:</b> Students write a problem/solution research paper.</p>	F 2012	135 students in Secs. 201 through 206 wrote a problem/solution research paper; 126 (91%) received a passing score of 3.5 (C) or better on the attached scoring rubric. (Final exam word prompt count: 1144.)	Instructors review methodologies once each semester. There are no changes planned now for this SLO as current instruction methodologies are effective.
	F 2014	88 students in Secs. 201-203 and 205-206 wrote a problem/solution research paper; 90 (92%) received a passing score of 3.5 (C) or better on the attached scoring rubric. (Final exam prompt word count: 572.)	Instructors review methodologies once each semester. One strategy to help students pass the research assignment is to require preliminary research earlier and to provide more scaffolding before the final draft is due.
	F 2016	135 students in Secs. 201-206 wrote a problem/solution research paper; 120 (89%) received a passing score of 3.5 (C) or better on the attached scoring rubric. In 201-202, 9 who did not pass the paper did pass the class; 3 who did not pass the paper did not pass the class. (Final exam prompt word count: 693.)	In Sections 201-202, students began the annotated works cited earlier in order to spend more time on paper preparation. However, in order to accomplish this, they did not write a preliminary argumentative essay which was a model for the research paper. This may have affected their success rates. We reviewed the SLO Matrix for Fall 2016 which assessed students on SLO 4, "Research a problem and propose a solution, in correct academic prose at transfer level, assessing the credibility of, and accurately citing, outside sources," and discussed ways to help students succeed in the research paper assignment. These included asking student to highlight text in the paper that is taken from sources. If a high percentage is from sources, and not the student's own argument, they need to revise so that their argument holds the paper together and the sources are for support, not content. Another method is the "sandwich" paragraph, in which the student's own argument sets up a source quote and then explains it.

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			<p>Without the student's own writing there is no bread to hold the sandwich together. Students also need a strong introduction which sets up the various arguments on a topic and states the student's own thesis. If they do not cite sources correctly, they should be asked to redo the citations.</p> <p>SJSU is now requiring English 1C for most students. Our enrollment has actually stayed about the same; the number of students writing research papers in Fall 2012 and Fall 2016 was the same--135. Scott will teach English 1C in Summer 2017 and report back in fall about how the curriculum was adapted to the shorter session.</p> <p>At the end of Spring 2017 semester instructors will report how many students took, and how many students passed, the final exam, which will measure SLO 1, "Identify and evaluate deductive/inductive arguments, claims, frames of reference, stated and unstated premises, conclusions, authority, and common logical fallacies in reasoning and argument."</p>
	F 2018	Secs. 201-204, 206: 126 research papers; 119 (94%) passed with grade of 3.5 or higher.	In Sec. 204, the reason for students' 100% success rate on this project was because they met five deadlines which were spread out over the entire semester. I was able to monitor their progress and meet with them regularly if I determined they needed extra help.