

OA Plan Summary (to be completed last)

Please complete the following form with a summary and overview of your outcomes, assessment instrument, and scoring information.

Course: EN 102- Sample
 Workgroup Members: Sample

Planning Semester: Sample

SLO:	Students will be able to integrate information from different types of secondary sources to support a thesis on a research topic.
Check the appropriate box: <input checked="" type="checkbox"/> Gen Ed Competency -Competency Area: <u>Information Literacy</u> _____ <input type="checkbox"/> Course Specific Outcome	
Assessment Instrument:	Students will write an 8-10 essay using sources to support their thesis/claim.
Scoring:	The student's response will be assessed using a rubric measuring effective use of Works Cite or Bibliography, Identifying Sources, and Use and Documentation of sources. Each dimension is assessed on a scale of excellent (3), satisfactory(2) or unsatisfactory (1).

SLO:	Students apply principles of logical argument and persuasion in their writing.
Check the appropriate box: Gen Ed Competency -Competency Area: _____ <input checked="" type="checkbox"/> Course Specific Outcome	
Assessment Instrument:	Students will write an 8-10 essay using sources to support their thesis/claim.
Scoring:	The student's response will be assessed using a rubric measuring use of sources, audience, and logic. Each dimension is assessed on a scale of excellent (3), satisfactory(2) or unsatisfactory (1).

SLO:	The student will be able to write multiple-page essays that meet college-level academic standards for content, organization, style, grammar, mechanics, and format.
Check the appropriate box: <input checked="" type="checkbox"/> Gen Ed Competency -Competency Area: <u>Effective Communication</u> _____ <input type="checkbox"/> Course Specific Outcome	
Assessment Instrument:	Students will write an 8-10 essay using sources to support their thesis/claim.
Scoring:	The student's response will be assessed using a rubric measuring mechanics and style, organization and development. Each dimension is assessed on a scale of excellent (3), satisfactory(2) or unsatisfactory (1).

Part I- Choosing What to Assess

Instructions: Choose at least 3 Student Learning Outcomes(SLO's) to assess and give a reason for choosing each SLO. Selected SLO's can be from the primary collegewide SLO's for the course or can be supporting outcomes if there is specific reason for assessing the supporting outcomes and the discipline agrees they are important to assess.

Note: Gen Ed courses must select at least **one** SLO that aligns with one of the primary competencies for the course. For those SLO's please identify the competency to be assessed in your reason for selecting this SLO.

(Please delete the instructions for completing this section.)

SLO #1: Students will be able to integrate information from different types of secondary sources to support a thesis on a research topic.

Reason selecting this SLO:

This is an essential outcome of this course. Effective integration of relevant, appropriate sources material and appropriate documentation is of a key thing that many students seem to struggle with. Having specific data that illuminates whether or not students are performing satisfactorily will be helpful to us. We can use this data to know whether we need to add additional support for this key skill or not.

SLO #2: Students apply principles of logical argument and persuasion in their writing.

Reason selecting this SLO:

Argument and persuasion are core elements of academic writing and a key element of this course. This is a subject that is introduced at the previous level, and it is one that students seem to do well with if they are successful writers; however, these skills are seldom looked at separately from a complete essay. Looking at this outcome separately from the other aspects of writing will give us an opportunity to look specifically at this outcome.

SLO #3: The student will be able to write multiple-page essays that meet college-level academic standards for content, organization, style, grammar, mechanics, and format.

Reason selecting this SLO:

This is a second level composition course, and this is the main focus of the course. Breaking it apart specifically and looking at it across all sections will give us a good sense of whether our course, as a whole, is meeting this crucial task.

Part II: Planning your Assessment

Student Supporting Activities

One of the key benefits of outcomes assessment is that it facilitates the alignment between student performance and instruction by providing data about student performance on discrete outcomes in the course. On this worksheet, you will look at the types of activities which might be used to give students opportunities to practice with and reach the stated outcomes.

Instructions: List each SLO being assessed. Then make a list of instructional activities which might be used to facilitate student achievement of the outcome. If activities support multiple outcomes, they can be listed for each appropriate outcome. Please survey instructors who teach the course to get a comprehensive list of potential instructional activities.

Student Learning Outcome #1: Students will be able to integrate information from different types of secondary sources to support a thesis on a research topic.

Supporting Student Activities:

- (in class) practice distinguishing between source material and students' commentary on the reference material
- Students will read articles and incorporate quotes, paraphrases, and summaries from these articles into an original paragraph
- Students will write short essays that identify and analyze argument in various forms
- Students will produce works cited or bibliographic information in appropriate formal citation format

Student Learning Outcome #2: Students apply principles of logical argument and persuasion in their writing.

Supporting Student Activities:

- Students form and articulate an opinion about a research topic based on principles of inquiry
- Students identify an appropriate, specific audience
- Students research and write about a variety of perspectives on a single topic.
- Students adapt tone and style to address audience in a variety of writing assignments
- Students employ clear pattern(s) of argument (deduction, induction, toulmin logic, etc) in writing assignments
- Students identify fallacies in source material and avoid using them in their own writing.

Student Learning Outcome #3: The student will be able to write multiple-page essays that meet college-level academic standards for content, organization, style, grammar, mechanics, and format.

Supporting Student Activities:

- Students analyze and evaluate other texts.
- Students complete planning activities (outlines, etc.)
- Students write about a variety of perspectives on a single topic.
- Students adapt tone and style to address audience in a variety of writing assignments.
- Students review grammar and essay format in readings.
- Students have discussions about various topics.

Part III A: The Assessment Tool

Student Learning Outcome #1: Students will be able to integrate information from different types of secondary sources to support a thesis on a research topic.

Student Learning Outcome #2: Students apply principles of logical argument and persuasion in their writing.

Student Learning Outcome #3: The student will be able to write multiple-page essays that meet college-level academic standards for content, organization, style, grammar, mechanics, and format.

All three learning outcomes will be assessed in an assigned 8-10 page research paper assigned in each course. Instructors have the freedom to assign different, course appropriate topics or to guide students in choosing their own topics, but the end result will be an 8-10 page paper requiring research, use of sources and appropriate documentation.

Part III B: Scoring the Assessment

SLO #1: Student will be able demonstrate mastery of the past tense in oral production.

	Student Name				Score
	<i>Criteria</i>	<i>Excellent</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>	
Info Literacy/Documentation (SLO #1)	Effective Use of Works Cited or Bibliography	Has complete, accurately formatted works cited or bibliography page	Works cited or bibliography page is complete but has some format or content errors.	Works cited or bibliography page is incomplete: May be missing entries or information or has many format errors.	
	Identifying Sources	Correctly selects from popular and academic sources, considering currency and accuracy.	Usually, but not always, correctly chooses current or accurate popular and academic sources.	Chooses inappropriate or outdated sources for the given assignment	
	Use and documentation of sources	Summarizes or paraphrases source material in own words or quotes verbatim sparingly, using proper in-text citations.	Sometimes summarizes or paraphrases source material in own words but quotes verbatim material too often. Uses in-text citations, but sometimes has inconsistent formatting.	Does not summarize or paraphrase source material accurately; uses verbatim quotes extensively with inaccurate or no in-text citations.	
Argument (SLO #2)	Use of sources	Thorough analysis of reputable sources to support argument/thesis.	Reputable sources are usually analyzed to support argument/thesis	Does not analyze sources to support argument/thesis or sources are not reputable.	
	Audience	Adapts tone, style and details appropriate for a specified audience.	Identifies audience, but uses appropriate tone, style, and details for a specified audience inconsistently or sometimes	Fails to adapt appropriate tone, style, details for a specified audience.	
	Logic	Contains no major logical errors.	Contains few logical errors.	Contains many logical errors.	
Writing Effectively(SLO #3)	Mechanics and style	Correct topic choice, length and format. Few or no sentence structure, grammar, spelling, or punctuation errors. Appropriate use of diction and word choice	Adequate topic choice. Close to correct length. May include some formatting errors (e.g. nonstandard font size or margins). Few sentence structure, but some grammar, spelling, or punctuation errors, but these don't interfere with the reader's comprehension of the paper. Some diction or word choice is inappropriate or informal.	Inappropriate topic choice. Far exceeds or falls short of required length. Does not follow required format. Sentence structure, grammar, spelling, or punctuation errors significantly hamper comprehension. Diction or word choice is consistently inappropriate or informal.	

	<p>Organization</p>	<p>Thesis (claim) is clearly stated based on focused research question(s).</p> <p>Paper is logically organized. Main ideas are clear and supported in well-constructed paragraphs with transitions.</p> <p>Intro and conclusion are comprehensive and thesis driven</p>	<p>Thesis is less clearly stated.</p> <p>Paper has basically logical organization. Most paragraphs are well constructed; main ideas are evident in most. May have limited use of transitions</p> <p>Intro and conclusion satisfactorily address the thesis.</p>	<p>Thesis is not clearly stated.</p> <p>Little or no overall organization. Paragraphs may be poorly constructed. Or confusing with few or no transitions.</p> <p>Intro and/or conclusion are missing or don't address the thesis.</p>	
	<p>Development</p>	<p>Paragraphs use relevant evidence, such as examples, paraphrases, or quotes to support thesis.</p> <p>Substantive and factual information is used throughout.</p>	<p>Each paragraph has some relevant examples, paraphrases or quotes as evidence to support the thesis.</p> <p>Essay has relevant content, but may include "fluff" or non-related ideas.</p>	<p>Paragraphs have few, if any examples, paraphrases or quotes as evidence.</p> <p>Much of essays content is irrelevant or immaterial.</p>	

Part III C: Data Collection Page

Student Learning Outcome #1:

Column Heading(s)	Min/Max Score	Decimal Allowed?	Satisfactory Score
Effective Use of Works Cited or Bibliography	1=Min, 3=Max	no	2 or more
Identifying Sources	1=Min, 3=Max	no	2 or more
Use and documentation of sources	1=Min, 3=Max	no	2 or more

Student Learning Outcome #2:

Column Heading(s)	Min/Max Score	Decimal Allowed?	Satisfactory Score
Use of sources	1=Min, 3=Max	no	2 or more
Audience	1=Min, 3=Max	no	2 or more
Logic	1=Min, 3=Max	no	2 or more

Student Learning Outcome #3:

Column Heading(s)	Min/Max Score	Decimal Allowed?	Satisfactory Score
Mechanics and style	1=Min, 3=Max	no	2 or more
Organization	1=Min, 3=Max	no	2 or more
Development	1=Min, 3=Max	no	2 or more