

COURSE SLO ASSESSMENT REPORT, SCC

Department: PHIL Course: One 110 (CT) courses

Year: 2014 Semester: Spring

Faculty Member:

1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
<p>A. Demonstrate knowledge of the discipline of critical thinking.</p> <p>B. Demonstrate the ability to critically analyze and evaluate topics.</p>	<p>In my CT class, I utilize a paper on gender, violent masculinity and critical thinking. Part two of the paper requires students to define CT, apply CT, and argue a case whether or not modern machismo is rooted in critical or uncritical thinking.</p> <p>Success= Class displays 70% or more students earning a 70% or higher on Part Two of this paper.</p> <p>To obtain a “C” one must a) define CT; b) link specific features of CT and UnCT to modern machismo in the form of arguments.</p>	<p>30 papers were turned in.</p> <p>The results: 83% of the students (25 papers) were able to earn a “C” or higher on this particular paper.</p>	<p>I expected that 70% would be able to pass with a “C” or higher.</p> <p>The results were really good. The results have hovered around this range for a couple of years now that I have been tracking this data.</p> <p>They are also consistent with something I have been doing for about four years: I repeat the directions many times and make multiple references to what this paper requires and how students need to write it.</p>	<p>Regina Lamourelle (a colleague at SCC) once said that directions must be repeated at least 5 times for them to stick with most students (and even then some will not get it). I have found that she is right.</p> <p>I have discussed the results and the importance of setting forth clear directions and high expectations with my colleagues.</p> <p>As a department, we struggle with finding a balance between guiding students too much and too little.</p>

