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| **2021-2022 Assessment Report** |
| **Assessment Reporting Form:** |
| **Course or Program Assessment Details Due Oct. 21, 2021** |
| **1. Program name or course name and number**: |
| **2. Division in which the program or course is located**:  Literary Arts & Languages |
| **3. Date form completed**: |
| **4. Name of person completing report**:  Karen Hindhede/Shelley Decker/Mary Kieser |
| **5. Semester and year in which the assessment was conducted**:  Fall |
| **6. Number of student participants**:  All ENG 102 sections (12 sections - 145 Students) |
| **7. Number of faculty/staff participants**:  All PT & FT faculty teaching... |
| **8. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a PLO, MSLO, or CSLO.)**  We are evaluating the following MSLOs (which have the CSLOs tied to them in parenthesis).  2. (Evaluation Level) Identify and evaluate rhetorical choices in a text, film, image, or presentation. (CSLO 2,4) 3.(Evaluation Level) Identify and evaluate persuasive strategies including logical, ethical, and emotional appeals in written, oral, and visual media. (CSLO 1,2,4)  7.(Synthesis Level) Incorporate research material into written work and oral presentations without plagiarizing through proper quoting, paraphrasing, and summarizing. (CSLO 2,3) 8.(Application Level) Use an appropriate academic system of documentation proficiently. (CSLO 2) |
| **9. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.)**  Eight vetted multiple-choice questions in the form of an assessment that will be required from all students taking ENG 102 to assess if they meet the four course outcomes listed above. Using EAC tool, we will pull the data from all ENG 102 courses in a compiled report. |
| **Program Results & Evaluation Due December 11, 2021** |
| **10. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What percentage of correct answers was determined as proficient? (For example, a student must answer 70% of the questions correctly to be considered proficient.)**  **75% is determined to be proficient. Here is the breakdown of the percentage of correct responses by question:**  1 (rhetorical appeal - logos) 60%  2 (rhetorical appeal - ethos) 83%  3 (rhetorical appeal - pathos) 96%  4 (plagiarism) – 85%  5 (plagiarism) 64%  6 (paragraph summary) – 77%  7 (in-text citation) 51%  8 (in-text citation) 60% |
| **11. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  This assessment determined 3 areas that students scored below the 75% determined to be proficient. These areas are: Rhetorical Appeal – Logos, identifying plagiarism, and in-text citations. The faculty determined that more emphasis needs to be placed on these items. Specifically, identifying facts versus emotion; understanding how to properly paraphrase; and understanding how to structure an in-text citation in MLA versus APA. |
| ***Share Your Assessment Data Here:*** **ENG 102 Review** 11/22/2021 - 12/12/2021  Test instruments differed among students. While statistics remain directionally useful, interpret them with caution.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Courses Included** | | | | | | **Course** | **Instructors** | **Enrollment** | **Responses** | **Percent** | | ENG102 - College Composition II (Fall 2021, Section 21FA4494, ONL Online) (21FA4494) | Kieser, Mary; Zarifian, Tenie | 19 | 15 | 79 | | ENG102 - College Composition II (Fall 2021, Section 21FA4524, ONL Online) (21FA4524) | Decker, Shelley; Kieser, Mary | 23 | 15 | 65 | | ENG102 - College Composition II (Fall 2021, Section 21FA4551, ONL Online) (21FA4551) | Gelfand, Lynn; Kieser, Mary | 18 | 8 | 44 | | ENG102 - College Composition II (Fall 2021, Section 21FA4603, ONL Online) (21FA4603) | McKinney, Kinsey; Kieser, Mary | 25 | 20 | 80 | | ENG102 - College Composition II (Fall 2021, Section 21FA4609, MW 12:00p ONL Online/Synch) (21FA4609) | Moulton, Heather; Kieser, Mary | 20 | 18 | 90 | | ENG102 - College Composition II (Fall 2021, Section 21FA4622, ONL Online) (21FA4622) | Kieser, Mary; Petrey, Jennifer | 10 | 8 | 80 | | ENG102 - College Composition II (Fall 2021, Section 21FA4635, ONL Online) (21FA4635) | Kieser, Mary; Silvia, Mark | 13 | 10 | 77 | | ENG102 - College Composition II (Fall 2021, Section 21FA4649, ONL Online) (21FA4649) | Kieser, Mary; Zarifian, Tenie | 19 | 15 | 79 | | ENG102 - College Composition II (Fall 2021, Section 21FA5132, MW 10:30a SPC Face to Face) (21FA5132) | Keeling, Tatiana; Kieser, Mary | 16 | 15 | 94 | | ENG102 - College Composition II (Fall 2021, Section 21FA5279, TR 12:00p STC Face to Face) (21FA5279) | Kieser, Mary; Silvia, Mark | 12 | 6 | 50 | | ENG102 - College Composition II (Fall 2021, Section 21FA5308, TR 12:00p MAR Face to Face) (21FA5308) | Gelfand, Lynn; Kieser, Mary | 7 | 3 | 43 | | ENG102 - College Composition II (Fall 2021, Section 21FA5480, ONL Online) (21FA5480) | Kieser, Mary; Chabot, Shersta | 17 | 12 | 71 |      |  |  |  | | --- | --- | --- | | **Summary Statistics** | | | | Scored Responses145 | Actual Item Scores1160 | Mean ScoreNaN | | Scorable Questions16 | Highest Score8 | Median Score8 | | Possible Item Scores1160 | Lowest Score0 | Std DevNaN | |  | KR(20) / Cronbach AlphaNA | |      |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Item Analysis** | | | | | | | | **No.** | **Title** | **Question** | **P-Value** | **Point Biserial** | **Cronbach Del** | **DI (27)** | | 1 |  | Instructions: Consider the following passage and determine which rhetorical appeal is primarily used. Remember that while multiple appeals often work together, in this passage, which of the following is the predominant appeal the author is using to persuade his audience? Passage: "Children under 12 live in more than half of the homes affected by domestic violence, according to a 1998 U.S. Department of Justice report. Seventy-five percent of the homes to which police are called on domestic violence cases have children." -- From “Witness to Rage” by Robert McGuire | 0.6 | 0.09 | NA | 0.51 | | 2 |  | Instructions: Consider the following passage and determine which rhetorical appeal is primarily used. Remember that while multiple appeals often work together, in this passage, which of the following is the predominant appeal the author is using to persuade his audience? Passage: "My three decades of experience in public service, my tireless commitment to the people of this community, and my willingness to reach across the aisle and cooperate with the opposition, make me the ideal candidate for your major." | 0.82 | 0.13 | NA | 0.9 | | 3 |  | Instructions: Consider the following image and determine which rhetorical appeal is primarily used. Remember that while multiple appeals often work together, in this passage, which of the following is the predominant appeal the author is using to persuade his audience? Image of girl holding sign.jpg --- Image by AFP via Getty Images | 0.96 | 0.03 | NA | 0.85 | | 4 |  | Instructions: Read the original source and the student’s entry below to determine if the student plagiarized. MLA citation for the original source: (Please note that the hanging indent can not be included due to formatting limitations.) Watts, Katie, and Janet Stout Everly. "Helping children with disabilities through animal-assisted therapy." The Exceptional Parent, vol. 39, no. 5, May 2009, pp. 34+. Gale OneFile: Contemporary Women's Issues, link.gale.com/apps/doc/A243528012/GPS?u=cazc\_main&sid=bookmark-GPS&xid=234fd2d9. Accessed 19 Oct. 2021. Original Source: Service animals are individually trained to assist a person with a disability with daily activities; for example, a guide dog helps a person with visual impairments be safely mobile in their environment. Therapy animals, on the other hand, are trained to provide specific populations with appropriate contact with animals and to increase therapeutic gains (Watts and Everly). Student’s Entry: People who need help with everyday tasks, can be assigned a service animal. This is different from therapy animals, who work with larger groups of people for the purpose of rehabilitation or treatment (Watts and Everly). | 0.85 | 0.08 | NA | 0.92 | | 5 |  | Instructions: Read the original source and the student’s entry below to determine if the student plagiarized. APA citation for the original source: (Please note that the hanging indent can not be included due to formatting limitations.) Hurley, K. (2020, November 16). Social Media and Teens: How Does Social Media Affect Teenagers’ Mental Health. Psycom. <https://www.psycom.net/social-media-teen-mental-health> Original Source: There are some positive aspects to social media. It’s important to remember that teens are hardwired for socialization, and social media makes socializing easy and immediate. Teens who struggle with social skills, social anxiety, or who don’t have easy access to face-to-face socializing with other teens might benefit from connecting with other teens through social media. Teens in marginalized groups—including LGBTQ teens and teens struggling with mental health issues—can find support and friendship through use of social media. Student’s Entry:Social media has positive aspects. Since teens are hardwired for socialization, social media makes it easy to socialize. Teens who struggle with social skills might find it beneficial to connect with other teens through social media. LGBTQ teens can also find support through use of social media (Hurley, 2020). | 0.64 | 0.08 | NA | 0.9 | | 6 |  | Instructions: Read the following passage from the CAC ENG 101/102 Rhetoric with Readings, Chapter 14: Structuring Arguments. Then, read the choices below. Of these choices, which is the most effective summary of the whole paragraph? Passage: Traditionally, the purpose of an argument is to persuade others to agree with the speaker’s or writer’s position on an issue. Logic texts emphasize the importance of argument in the discovery of truth. More recently, Carl Rogers has written that the purpose of argument is to help people understand one another “from the other’s point of view.” In this situation, the point is to find common ground between two positions that are polar opposites, such as the disagreement between those who oppose all abortions and those who think it is a woman’s right to choose what happens to her own body. | 0.77 | 0.05 | NA | 0.9 | | 7 |  | Instructions: What is the appropriate in-text citation based on the following APA bibliographic entry? (Please note that the hanging indent can not be included due to formatting limitations.) Canty, J.M. (2016). Seeing clearly through cracked lenses. In Ecological and Social Healing—Multicultural Women’s Voices (pp. 23-44). Taylor & Francis Group. | 0.51 | 0.02 | NA | 0.67 | | 8 |  | Instructions: Choose the correct MLA in-text citation format for a direct quotation taken from page 98 of this source: Wilson, Charles, and Eric Schlosser. Chew on This: Everything You Don't Want to Know about Fast Food. Houghton Mifflin, 2007. | 0.6 | 0.04 | NA | 0.74 | | 9 |  | Instructions: Consider the following passage and determine which rhetorical appeal is primarily used. Remember that while multiple appeals often work together, in this passage, which of the following is the predominant appeal the author is using to persuade his audience? Passage: "Children under 12 live in more than half of the homes affected by domestic violence, according to a 1998 U.S. Department of Justice report. Seventy-five percent of the homes to which police are called on domestic violence cases have children." -- From “Witness to Rage” by Robert McGuire | NaN | 0 | NA | NaN | | 10 |  | Instructions: Consider the following passage and determine which rhetorical appeal is primarily used. Remember that while multiple appeals often work together, in this passage, which of the following is the predominant appeal the author is using to persuade his audience? Passage: "My three decades of experience in public service, my tireless commitment to the people of this community, and my willingness to reach across the aisle and cooperate with the opposition, make me the ideal candidate for your major." | NaN | 0 | NA | NaN | | 11 |  | Instructions: Consider the following image and determine which rhetorical appeal is primarily used. Remember that while multiple appeals often work together, in this passage, which of the following is the predominant appeal the author is using to persuade his audience? Image of girl holding sign.jpg --- Image by AFP via Getty Images | NaN | 0 | NA | NaN | | 12 |  | Instructions: Read the original source and the student’s entry below to determine if the student plagiarized. MLA citation for the original source: (Please note that the hanging indent can not be included due to formatting limitations.) Watts, Katie, and Janet Stout Everly. "Helping children with disabilities through animal-assisted therapy." The Exceptional Parent, vol. 39, no. 5, May 2009, pp. 34+. Gale OneFile: Contemporary Women's Issues, link.gale.com/apps/doc/A243528012/GPS?u=cazc\_main&sid=bookmark-GPS&xid=234fd2d9. Accessed 19 Oct. 2021. Original Source: Service animals are individually trained to assist a person with a disability with daily activities; for example, a guide dog helps a person with visual impairments be safely mobile in their environment. Therapy animals, on the other hand, are trained to provide specific populations with appropriate contact with animals and to increase therapeutic gains (Watts and Everly). Student’s Entry: People who need help with everyday tasks, can be assigned a service animal. This is different from therapy animals, who work with larger groups of people for the purpose of rehabilitation or treatment (Watts and Everly). | NaN | 0 | NA | NaN | | 13 |  | Instructions: Read the original source and the student’s entry below to determine if the student plagiarized. APA citation for the original source: (Please note that the hanging indent can not be included due to formatting limitations.) Hurley, K. (2020, November 16). Social Media and Teens: How Does Social Media Affect Teenagers’ Mental Health. Psycom. <https://www.psycom.net/social-media-teen-mental-health> Original Source: There are some positive aspects to social media. It’s important to remember that teens are hardwired for socialization, and social media makes socializing easy and immediate. Teens who struggle with social skills, social anxiety, or who don’t have easy access to face-to-face socializing with other teens might benefit from connecting with other teens through social media. Teens in marginalized groups—including LGBTQ teens and teens struggling with mental health issues—can find support and friendship through use of social media. Student’s Entry:Social media has positive aspects. Since teens are hardwired for socialization, social media makes it easy to socialize. Teens who struggle with social skills might find it beneficial to connect with other teens through social media. LGBTQ teens can also find support through use of social media (Hurley, 2020). | NaN | 0 | NA | NaN | | 14 |  | Instructions: Read the following passage from the CAC ENG 101/102 Rhetoric with Readings, Chapter 14: Structuring Arguments. Then, read the choices below. Of these choices, which is the most effective summary of the whole paragraph? Passage: Traditionally, the purpose of an argument is to persuade others to agree with the speaker’s or writer’s position on an issue. Logic texts emphasize the importance of argument in the discovery of truth. More recently, Carl Rogers has written that the purpose of argument is to help people understand one another “from the other’s point of view.” In this situation, the point is to find common ground between two positions that are polar opposites, such as the disagreement between those who oppose all abortions and those who think it is a woman’s right to choose what happens to her own body. | NaN | 0 | NA | NaN | | 15 |  | Instructions: What is the appropriate in-text citation based on the following APA bibliographic entry? (Please note that the hanging indent can not be included due to formatting limitations.) Canty, J.M. (2016). Seeing clearly through cracked lenses. In Ecological and Social Healing—Multicultural Women’s Voices (pp. 23-44). Taylor & Francis Group. | NaN | 0 | NA | NaN | | 16 |  | Instructions: Choose the correct MLA in-text citation format for a direct quotation taken from page 98 of this source: Wilson, Charles, and Eric Schlosser. Chew on This: Everything You Don't Want to Know about Fast Food. Houghton Mifflin, 2007. | NaN | 0 | NA | NaN |      |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | |  |  | | | | | | | | | ENG102.MSLO.02 | 435 | NaN | 0.75 | 40.7 | 6 | 37.5 | | |  |  | | --- | --- | |  |  | | | | | | | | | ENG102.MSLO.03 | 435 | NaN | 0.75 | 40.7 | 6 | 37.5 | | |  |  | | --- | --- | |  |  | | | | | | | | | ENG102.MSLO.07 | 435 | NaN | 0.75 | 37.9 | 6 | 37.5 | | |  |  | | --- | --- | |  |  | | | | | | | | | ENG102.MSLO.08 | 435 | NaN | 0.75 | 20.7 | 6 | 37.5 | | |  |  | | --- | --- | |  |  | | | | | | | | |

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| **Feedback Rubric** | | | | | |
| **Category** | **1 - Developing** | **2 – Satisfactory** | **3 - Exemplary** | **Score** | **Feedback** |
| **Outcomes Identified** | Outcomes to be assessed were not clear | Outcomes to be assessed were identified but were not aligned to CSLOs | PLOs or MSLOs to be assessed were identified and aligned with CSLOs | 3 |  |
| **Scope of Assessment** | The assessment was given by only one faculty member and/or to one class | The assessment was given by a few faculty members to several classes, but it was not district-wide | The assessment was given district-wide by all faculty teaching the course. | 3 |  |
| **Quality of Assessment** | The assessment did not have articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment somewhat articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment clearly articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | 3 |  |
| **Interpreting Results** | Data of assessment results was not provided. | Data of assessment results was provided and there was evidence that the results were somewhat analyzed | Data of assessment results was provided and there was evidence that the results were analyzed in depth | 3 | The EAC data report had some flaws in it. However, the needed percentages were on student performance was correct. Chris Heisen from EAC was contacted and will assist in making sure all the data is accurate for the Follow-Up Assessment. |
| **Reflection and Future Action** | Reflection of the results of the assessment was not apparent and/or improvements based on them were not identified. | Reflection of the results of the assessment was somewhat clear and one change and/or improvements based on them was identified. | Reflection of the results of the assessment was clear and several changes and/or improvements based on them were identified. | 3 | These areas where the targeted proficiency was not reached were: Rhetorical Appeal – Logos, identifying plagiarism, and in-text citations. The English faculty determined that more emphasis needs to be placed on these items. Specifically, identifying facts versus emotion; understanding how to properly paraphrase; and understanding how to structure an in-text citation in MLA versus APA. Can a specific activity or assignment that may be used to enhance student learning be identified? |
| **Additional Comments:**  The English Department did an exemplary job on identifying the MSLOs and CSLOs that would be assessed and creating a common assessment tool. It was administered district wide and data from the results was generated using the EAC tool available through Blackboard. This assessment process identified areas where the proficiency target was not met and plans to enhance instruction have been discussed by the department. Excellent job. | | | | | |



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| **Course or Program Assessment Details Due May 30, 2022** |
| **1. Program name or course name and number**:  ENG 102 |
| **2. Division in which the program or course is located**:  Literary Arts and Languages |
| **3. Date form completed**:  5/17/2022 |
| **4. Name of person completing report**:  Mary Kieser/Shelley Decker |
| **5. Semester and year in which the assessment was conducted**:  Spring 2022 |
| **6. Number of student participants**:  448 Students – 28 Classes |
| **7. Number of faculty/staff participants**:  20 Full Time and Adjunct Faculty |
| **8. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a PLO, MSLO, or CSLO.)**  We are evaluating the following MSLOs (which have the CSLOs tied to them in parenthesis).  2. (Evaluation Level) Identify and evaluate rhetorical choices in a text, film, image, or presentation. (CSLO 2,4) 3.(Evaluation Level) Identify and evaluate persuasive strategies including logical, ethical, and emotional appeals in written, oral, and visual media. (CSLO 1,2,4)  7.(Synthesis Level) Incorporate research material into written work and oral presentations without plagiarizing through proper quoting, paraphrasing, and summarizing. (CSLO 2,3) 8.(Application Level) Use an appropriate academic system of documentation proficiently. (CSLO 2) |
| **9. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.)**  Eight vetted multiple-choice questions in the form of an assessment that will be required from all students taking ENG 102 to assess if they meet the four course outcomes listed above. Using EAC tool, we will pull the data from all ENG 102 courses in a compiled report. |
| **10. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What percentage of correct answers was determined as proficient? (For example, a student has to answer 70% of the questions correctly to be considered proficient.)**  **75% is determined to be proficient. Here is the breakdown of the percentage of correct responses by question:**  1 (rhetorical appeal - logos) 85.7%  2 (rhetorical appeal - ethos) 71.4%  3 (rhetorical appeal - pathos) 85.7%  4 (plagiarism) – 71.4 %  5 (plagiarism) 71.4%  6 (paragraph summary) – 71.4%  7 (in-text citation) 85.7%  8 (in-text citation) 85.7% |
| **11. What changes/improvements will be made in response to the outcomes of the assessment process?**  After spring semester, we learned students improved in the areas that were weaker in the fall; however, they were weaker as a whole on the other areas. Faculty were reminded multiple times to emphasize ethos and plagiarism (the weaker areas for students). It appears they did. It may be that whatever the faculty member is emphasizing is something that the students tend to do better on during the assessment. English Dept. Faculty will discuss the data and consider how we might more adequately emphasize all these areas so there is more consistency of overall improvement rather than improvement in areas that are emphasized at the expense of other areas. |
| **Additional Comments or feedback on the Assessment Process (Optional):**  The process was incredibly easy and less time consuming compared to past years. The EAC tool gave clear, numeral data and the coordinator made things so easy by pulling the data via the EAC tool for the ENG faculty. What a pleasure to have something work so well. |

## **ENG 102 Review**

4/24/2022 - 5/16/2022

Test instruments differed among students. While statistics remain directionally useful, interpret them with caution.

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| **Courses Included** | | | | |
| **Course** | **Instructors** | **Enrollment** | **Responses** | **Percent** |
| ENG102 - College Composition II (Spring 2022, Section 22SP6039, ONL Online) (22SP6039) | Kieser, Mary; Silvia, Mark | 16 | 19 | 119 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6034, ONL Online) (22SP6034) | Kieser, Mary; Britt, Christian | 18 | 17 | 94 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6035, ONL Online) (22SP6035) | Kieser, Mary; Chabot, Shersta | 24 | 20 | 83 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6243, MTWRF 10:04a STC Face to Face) (22SP6243) | Kieser, Mary; Cherry, Emily | 26 | 24 | 92 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6244, MTWRF 2:06p STC Face to Face) (22SP6244) | Kieser, Mary; Cherry, Emily | 8 | 7 | 88 |
| ENG102 - College Composition II (Spring 2022, MTWRF SPC Face to Face) (22SP-ENG102-Potter) | Kieser, Mary; Potter, Anthony | 59 | 52 | 88 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6039, ONL Online) (22SP6039) | Kieser, Mary; Silvia, Mark | 16 | 0 | 0 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6041, ONL Online) (22SP6041) | Kieser, Mary; Tidwell, Joshua | 18 | 18 | 100 |
| ENG102 - College Composition II (Spring 2022, Section 22SP5923, ONL Online) (22SP5923) | Arreguin, Alejandro; Kieser, Mary | 21 | 15 | 71 |
| ENG102 - College Composition II (Spring 2022, Section 22SP5926, ONL Online) (22SP5926) | Kieser, Mary; Chabot, Shersta | 20 | 14 | 70 |
| ENG102 - College Composition II (Spring 2022, Section 22SP5927, ONL Online) (22SP5927) | Decker, Shelley; Kieser, Mary; Eastin, Maria; Osmer, Jonathan | 23 | 19 | 83 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6079, ONL Online) (22SP6079) | Kieser, Mary; Draegan, Kolette | 11 | 10 | 91 |
| ENG102 - College Composition II (Spring 2022, ONL Online) (22SP-ENG102-Eastin-Online) | Kieser, Mary; Eastin, Maria | 38 | 33 | 87 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6274, TR 12:00p MAR Face to Face) (22SP6274) | Gelfand, Lynn; Kieser, Mary | 22 | 13 | 59 |
| ENG102 - College Composition II (Spring 2022, Section 22SP5933, ONL Online) (22SP5933) | Gelfand, Lynn; Kieser, Mary | 22 | 20 | 91 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6151, TR 12:00p SMC Face to Face) (22SP6151) | Hohmann, Timothy; Kieser, Mary | 11 | 9 | 82 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6172, MW 10:30a SPC Face to Face) (22SP6172) | Keeling, Tatiana; Kieser, Mary | 19 | 17 | 89 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6173, MW 9:00a SPC Face to Face) (22SP6173) | Keeling, Tatiana; Kieser, Mary | 14 | 14 | 100 |
| ENG102 - College Composition II (Spring 2022, Section 22SP5924, ONL Online) (22SP5924) | Kieser, Mary; LaRubio, Mark | 18 | 16 | 89 |
| ENG102 - College Composition II (Spring 2022, Section 22SP5982, ONL Online) (22SP5982) | McKinney, Kinsey; Kieser, Mary | 22 | 11 | 50 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6185, ONL Online) (22SP-ENG102-McKinney-Online) | McKinney, Kinsey; Kieser, Mary | 38 | 26 | 68 |
| ENG102 - College Composition II (Spring 2022, Section 22SP5983, MW 12:00p ONL Live Streaming) (22SP5983) | Moulton, Heather; Kieser, Mary | 21 | 19 | 90 |
| ENG102 - College Composition II (Spring 2022, Section 22SP5980, ONL Online) (22SP5980) | Kieser, Mary; Petrey, Jennifer | 14 | 7 | 50 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6148, TR 12:00p STC Face to Face) (22SP6148) | Kieser, Mary; Silvia, Mark | 18 | 15 | 83 |
| ENG102 - College Composition II (Spring 2022, Section 22SP5986, ONL Online) (22SP5986) | Kieser, Mary; Silvia, Mark | 15 | 10 | 67 |
| ENG102 - College Composition II (Spring 2022, Section 22SP7289, ONL Online) (22SP7289) | Kieser, Mary; Walker, Rosanna | 21 | 12 | 57 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6255, TR 12:00p SPC Face to Face) (22SP6255) | Kieser, Mary; White, Julianne | 11 | 7 | 64 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6184, ONL Online) (22SP6184) | Kieser, Mary; Zarifian, Tenie | 19 | 7 | 37 |
| ENG102 - College Composition II (Spring 2022, Section 22SP6188, ONL Online) (22SP6188) | Kieser, Mary; Zarifian, Tenie | 21 | 14 | 67 |

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| **Summary Statistics** | | |
| Scored Responses465 | Actual Item Scores3720 | Mean ScoreNaN |
| Scorable Questions16 | Highest Score8 | Median Score3 |
| Possible Item Scores3720 | Lowest Score1 | Std DevNaN |
|  | KR(20) / Cronbach AlphaNA | |

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| **Distractors** | | | |
| **Question** | **Correct** | **PtBis** | **Responses** |
| Instructions: Consider the following passage and determine which rhetorical appeal is primarily used. Remember that while multiple appeals often work together, in this passage, which of the following is the predominant appeal the author is using to persuade his audience? Passage: "Children under 12 live in more than half of the homes affected by domestic violence, according to a 1998 U.S. Department of Justice report. Seventy-five percent of the homes to which police are called on domestic violence cases have children." -- From “Witness to Rage” by Robert McGuire | Correct | -- | 6 (85.7%) Logical (logos) |
|  |  | -- | 0 (0%) Emotional (pathos) |
|  |  | -- | 0 (0%) Credibility/Ethical (ethos) |
| Instructions: Consider the following passage and determine which rhetorical appeal is primarily used. Remember that while multiple appeals often work together, in this passage, which of the following is the predominant appeal the author is using to persuade his audience? Passage: "My three decades of experience in public service, my tireless commitment to the people of this community, and my willingness to reach across the aisle and cooperate with the opposition, make me the ideal candidate for your major." |  | -- | 1 (14.3%) Logical (logos) |
|  |  | -- | 1 (14.3%) Emotional (pathos) |
|  | Correct | -- | 5 (71.4%) Credibility/Ethical (ethos) |
| Instructions: Consider the following image and determine which rhetorical appeal is primarily used. Remember that while multiple appeals often work together, in this passage, which of the following is the predominant appeal the author is using to persuade his audience? Image of girl holding sign.jpg --- Image by AFP via Getty Images |  | -- | 0 (0%) Logical (logos) |
|  | Correct | -- | 6 (85.7%) Emotional (pathos) |
|  |  | -- | 1 (14.3%) Credibility/Ethical (ethos) |
| Instructions: Read the original source and the student’s entry below to determine if the student plagiarized. MLA citation for the original source: (Please note that the hanging indent can not be included due to formatting limitations.) Watts, Katie, and Janet Stout Everly. "Helping children with disabilities through animal-assisted therapy." The Exceptional Parent, vol. 39, no. 5, May 2009, pp. 34+. Gale OneFile: Contemporary Women's Issues, link.gale.com/apps/doc/A243528012/GPS?u=cazc\_main&sid=bookmark-GPS&xid=234fd2d9. Accessed 19 Oct. 2021. Original Source: Service animals are individually trained to assist a person with a disability with daily activities; for example, a guide dog helps a person with visual impairments be safely mobile in their environment. Therapy animals, on the other hand, are trained to provide specific populations with appropriate contact with animals and to increase therapeutic gains (Watts and Everly). Student’s Entry: People who need help with everyday tasks, can be assigned a service animal. This is different from therapy animals, who work with larger groups of people for the purpose of rehabilitation or treatment (Watts and Everly). |  | -- | 2 (28.6%) This is plagiarism. |
|  | Correct | -- | 5 (71.4%) This is not plagiarism. |
| Instructions: Read the original source and the student’s entry below to determine if the student plagiarized. APA citation for the original source: (Please note that the hanging indent can not be included due to formatting limitations.) Hurley, K. (2020, November 16). Social Media and Teens: How Does Social Media Affect Teenagers’ Mental Health. Psycom. <https://www.psycom.net/social-media-teen-mental-health> Original Source: There are some positive aspects to social media. It’s important to remember that teens are hardwired for socialization, and social media makes socializing easy and immediate. Teens who struggle with social skills, social anxiety, or who don’t have easy access to face-to-face socializing with other teens might benefit from connecting with other teens through social media. Teens in marginalized groups—including LGBTQ teens and teens struggling with mental health issues—can find support and friendship through use of social media. Student’s Entry:Social media has positive aspects. Since teens are hardwired for socialization, social media makes it easy to socialize. Teens who struggle with social skills might find it beneficial to connect with other teens through social media. LGBTQ teens can also find support through use of social media (Hurley, 2020). | Correct | -- | 5 (71.4%) This is plagiarism. |
|  |  | -- | 2 (28.6%) This is not plagiarism. |
| Instructions: Read the following passage from the CAC ENG 101/102 Rhetoric with Readings, Chapter 14: Structuring Arguments. Then, read the choices below. Of these choices, which is the most effective summary of the whole paragraph? Passage: Traditionally, the purpose of an argument is to persuade others to agree with the speaker’s or writer’s position on an issue. Logic texts emphasize the importance of argument in the discovery of truth. More recently, Carl Rogers has written that the purpose of argument is to help people understand one another “from the other’s point of view.” In this situation, the point is to find common ground between two positions that are polar opposites, such as the disagreement between those who oppose all abortions and those who think it is a woman’s right to choose what happens to her own body. |  | -- | 1 (14.3%) According to Carl Rogers, the purpose of argument is to help others understand one another (CAC). |
|  |  | -- | 0 (0%) Arguments help people understand multiple positions according to the CAC ENG 101/102 Rhetoric with Readings. |
|  | Correct | -- | 5 (71.4%) According to the CAC ENG 101/102 Rhetoric with Readings, arguments ideally should persuade others to take a position on a topic, often in hopes of finding common ground ("Chapter 14"). |
|  |  | -- | 1 (14.3%) According to the CAC ENG 101/102 Rhetoric with Readings, people should be able to find common ground on issues like abortions. |
| Instructions: What is the appropriate in-text citation based on the following APA bibliographic entry? (Please note that the hanging indent can not be included due to formatting limitations.) Canty, J.M. (2016). Seeing clearly through cracked lenses. In Ecological and Social Healing—Multicultural Women’s Voices (pp. 23-44). Taylor & Francis Group. |  | -- | 1 (14.3%) Canty explains that our desire for so many consumer goods is wreaking havoc on the earth, and “that the ‘American Dream’ is essentially destroying the planet” (2016, p. 33). |
|  | Correct | -- | 6 (85.7%) Canty (2016) explains that our desire for so many consumer goods is wreaking havoc on the earth, and “that the ‘American Dream’ is essentially destroying the planet.” (p. 33). |
|  |  | -- | 0 (0%) Canty (Seeing clearly) explains that our desire for so many consumer goods is wreaking havoc on the earth, and “that the ‘American Dream’ is essentially destroying the planet.” (p. 33). |
| Instructions: Choose the correct MLA in-text citation format for a direct quotation taken from page 98 of this source: Wilson, Charles, and Eric Schlosser. Chew on This: Everything You Don't Want to Know about Fast Food. Houghton Mifflin, 2007. |  | -- | 1 (14.3%) American children watch more than 40,000 commercials a year on television (Wilson, et al., p. 98). |
|  |  | -- | 0 (0%) American children watch more than 40,000 commercials a year on television (Wilson and Schlosser). |
|  | Correct | -- | 6 (85.7%) American children watch more than 40,000 commercials a year on television (Wilson and Schlosser 98). |