General Education Annual Course Assessment Form

Course Number/Title:  **English 1A**  GE Area:  **A2**.

Results reported for AY **2013-2014**  # of sections:  **102**  # of instructors  **42**.

Course Coordinator:  **Kelly A. Harrison**  E-mail:  **Kelly.harrison@sjsu.edu**

Department Chair:  **Shannon Miller**  College:  **Humanities and the Arts**

**Instructions**: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

**Part 1**

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

SLO1: Students shall demonstrate the ability to read actively and rhetorically

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Students were asked to read an article/essay and then write in class a coherent summary paragraph that answered four questions. Seventy percent of our students did this task competently, whereas thirty percent failed.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds</th>
<th>Meets</th>
<th>Fails</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Raw #</td>
<td>129</td>
<td>502</td>
<td>252</td>
</tr>
<tr>
<td>Spring Raw #</td>
<td>101</td>
<td>258</td>
<td>153</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>230</strong></td>
<td><strong>760</strong></td>
<td><strong>405</strong></td>
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<tr>
<td>% of total</td>
<td><strong>16%</strong></td>
<td><strong>54%</strong></td>
<td><strong>29%</strong></td>
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</table>

Some of the student who “failed” this assignment did so because their faculty did not follow directions. Students were asked to write a cohesive paragraph; in a few cases the faculty listed the questions on the board using a numbered list and students answered each question rather than write a single coherent paragraph. While it was difficult to discern which faculty/student assessments were done this way, we estimate about a quarter of the “fails” grades are likely because of this error. We hope that by repeating the same assessment next year, we will rectify this problem.
What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Because the new GE guidelines are effective in Fall 2014, we decided to repeat the same assessment next semester and then assess the SLOs in order after. We also have a new tenured director who will be adjusting to the job, so repeating what our faculty already knows to do seems the best course of action. Given the new GE SLOs, faculty must revise their courses to incorporate revision of assignments and reading. During the year, we had two professional development activities to support faculty in these new areas.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Each semester, the course coordinator reviews all of the syllabi to ensure alignment with the GE course guidelines. We are working toward 100% faculty participation in the assessment, and this year we were able to increase the numbers; however, many of the tenured faculty and a few of the lecturer faculty did not participate in the assessment. The presence of a tenured WPA should help with this process.