General Education Annual Course Assessment Form

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

Results reported for AY 2014-2015 # of sections: 127 # of instructors 34.

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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 Graduate and 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 GELO(s) were assessed for the course during the AY?

GELO 1: 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?

We assessed a random sampling of student essays (see attached rubric). The results yielded the following data:

<table>
<thead>
<tr>
<th>Assessment Totals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds</td>
<td>257—18%</td>
</tr>
<tr>
<td>Meets</td>
<td>752—53%</td>
</tr>
<tr>
<td>Fails</td>
<td>404—29%</td>
</tr>
<tr>
<td>Total Assessed</td>
<td>1413</td>
</tr>
</tbody>
</table>

Students largely demonstrated they were capable of analyzing a text rhetorically. Nevertheless, a higher than expected number (32%) were unable to draw on textual evidence to state the writer’s purpose and audience.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?

ENGL 1A will be redesigned to include technology and technology-based assignments that focus on improving student reading and writing skills. The infusion of technology will create richer opportunities and motivation for students to learn course content. Examples will include the following:

Catalytics: a real-time learning and assessment program that can improve student engagement by (1) allowing students to interact more directly and dynamically with texts; and (2) allowing instructors to assess—in the moment—student understanding of the writing and reading process.

Launchpad: an interactive online learning platform that contains built-in units with videos, animations, simulations, discussion groups, and reading and writing assignments. In addition, each unit contains adaptive quizzes to allow students to measure their understanding of texts in multiple ways, covering a broad range of learning styles. Launchpad will be free to all new incoming SJSU students and is in the process of being integrated into the Canvas course management system. In addition to the traditional academic essay, multimodal projects will be required as part of the curriculum. Research indicates that “students completing multimedia assignments show enhanced engagement in learning by showing greater
attention to details. . . . The encouragement for students to use their creativity also seems to result in a higher level of student motivation to learn” (Mitchell 2003).

(4) Are all sections of the course still aligned with the area Goals, Course Learning Objectives (CLOs), 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.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

Each essay is required to go through at least one revision under the direction of the primary instructor. For an essay to receive full credit, students must submit all drafts. A select number of instructors are asked to submit four student essay drafts and revisions to a peer evaluator, who assess the primary instructor’s revision suggestions for organization, content, and style.