General Education Annual Course Assessment Form

Course Number/Title: __English 1B_________ GE Area: ______C3 (old) / A3 (new)______.

Results reported for AY 2013-2014 # of sections: 108 # of instructors 35.

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?

SLO 1: Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.

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

Students were asked write a single entry for an annotated bibliography, which included locating academic journal articles, citing the reference using appropriate citation styles, and writing a coherent paragraph that summarized the article.

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<th></th>
<th>Exceeds</th>
<th>Meets</th>
<th>Fails</th>
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</thead>
<tbody>
<tr>
<td>Fall Raw #</td>
<td>111</td>
<td>188</td>
<td>165</td>
</tr>
<tr>
<td>Spring Raw #</td>
<td>216</td>
<td>431</td>
<td>219</td>
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<tr>
<td>TOTAL</td>
<td>327</td>
<td>619</td>
<td>384</td>
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<td>% of total</td>
<td>25%</td>
<td>47%</td>
<td>29%</td>
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Because of the structure of this assignment, students are much more likely to not exceed than with other assignments. One faculty noted that “apparently the students had not understood the assignment correctly. There was no mention of the integrity of the source, or any inclusion of the information's usefulness to the argument being addressed. Hence, I considered them weak in fulfilling the SLO objective successfully.”

Our rubric was strict in that students had to address several things in the summary paragraph. Had our rubric been more forgiving, more students would have passed. We feel that in a course such as this, students should be fully capable of following directions, so we held to that standard.
(3) 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.)

GE area C3 is going away (fall 2014). The English department plans to merge English 1B (area C3) with English 7 (area A3) for a new course called Critical Thinking and Writing that meets the new GE guidelines for Area A3.

Our new director will be proposing an entirely new course that meets the new GE A3 guidelines.

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?

All courses align with GE Area C3; however, during AY14-15, we will be transitioning to the new GE guidelines and this course will no longer be offered.