General Education Annual Course Assessment Form

Course Number/Title _____ENGL 22________________ GE Area __C2_____________________________
Results reported for AY ____2014‐2015_________ # of sections __2__ # of instructors ______2_______
Course Coordinator: __Eastwood______________ E‐mail: _____adrienne.eastwood@sjsu.edu_____
Department Chair: ___Shannon Miller_____________ College: _____ _Humanities and 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 to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 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: “Letters courses will enable students to recognize how significant works illuminate enduring human concerns.”

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment? For AY 2014‐2015, a total of 128 students were assessed on SLO1. Of these, 95 (or 74%) exceeded the goal with an 80% or higher score; 22 students (17%) met the goal, scoring between 70% and 79%, and 11 students (8%) failed to meet the goal, scoring below 70%.

   SLO 1 lends itself to a high success rate in ENGL 22, since literature professors tend to work to demonstrate the continued relevance of literary themes in order to keep students engaged and interested. It seems that in ENGL 22 we are doing an excellent job at achieving this goal.

   Specific Assignments: brief description of guidelines/requirements etc. Each of the two sections of ENGL 22 offered in AY 2015-2016 used a written assignment (a book review and a short story assignment) that asked students to identify a theme in order to evaluate SLO 1. Professor Douglass also asked students to complete a questionnaire at the end of the semester that asked students to reflect on which text they had read that had the “most powerful and universal theme.” All but three students were able to identify an appropriate theme.

(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.) Since we are generally quite successful in achieving SLO1 with our ENGL 22 students, no modifications are planned at this time.
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?

Yes

(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.

Oral Presentations

The Department encourages instructors of the course to incorporate oral presentations to enhance student learning; the evaluation of oral presentations depends on the instructor and may be rated A, B, and C based on content, organization, delivery, and interaction.

Writing

Students receive frequent and thorough feedback on their writing during throughout the course. Instructors conduct essay-writing as well as library research workshops as components of their classes; the writing center has also been used as a means to help students improve their writing skills.