General Education Annual Course Assessment Form

Course Number/Title _____ENGL 22________________  GE Area __C2_____________________________

Results reported for AY ____2016-2017_________  # 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 GELO(s) were assessed for the course during the AY?

GELO 2: “Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses.”

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment? For AY 2016-2017, a total of 69 students (2 sections) were assessed on GELO2. Of these, 35 (50%) exceeded the objective, 26 (38%) met the objective, and 8 (12%) failed to meet the objective.

It seems to me that we are generally meeting the goals of GELO 2, with 88% meeting or exceeding this objective.

Specific Assignments: brief description of guidelines/requirements etc. The assignments used to assess GELO 2 in each of the two sections of ENGL 22 offered in AY 2016-2017 were varied; one section used a research paper to specifically address research skills, while the other section had separate assignments designed to assess “personal responses” and “research-based critical analyses” separately. To assess students’ “personal responses,” the professor guided discussion groups to engage students with questions about evolution posed by the readings. Students then were asked to “create a boardgame” using characters and plot from the novel *Stardust*. For the research aspect, the professor of this section also used a research paper to assess both personal reflection and the ability to conduct research.

(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 GELO 2 with our ENGL 22 students, modifications will be minor. The only intervention recommended is to use separate assignments to assess the personal response aspect of the objective and the research aspect. The research elements can be further broken down into ability to locate appropriate materials and success at correct citation and formatting.
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?

(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.