General Education Annual Course Assessment Form

Course Number/Title: ENGL 22
GE Area: C2

Results reported for AY 2014-2015
# of sections: 4
# of instructors: 3

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 3: Write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

(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 219 students were assessed for SLO 3. Of these, 84 students exceeded the objective, 117 met the objective, and 18 failed to meet the objective. Every instructor assigned at least one essay to their classes that did not require a research element (which is assessed separately by SLO 2). Students responded to a prompt assigned by the instructor, and success was measured overall: Students scoring 88-100% were measured as exceeding the objective; students scoring 70-87% were measured as meeting the objective; and students scoring 0-69% were measured as failing to meet the objective.

The way we are currently measuring this goal indicates that students are overwhelmingly successful at writing clearly and effectively. Only 8% of students were reported as failing to meet this goal. The lesson here seems to be that we are amazingly successful at meeting SLO 3. It should be noted, however, that what we are measuring is actually not how well we are teaching SLO 3, but rather whether students can communicate well enough to receive a C- or better on the assignment. Writing instruction is not being taught in these classes; therefore, SLO 3 is not appropriate to the course. Writing instruction would need to involve more than one assignment to measure improvement, and students would need the benefit of significant instructor feedback specific to both content and writing style and mechanics. While English professors are adept in providing such feedback, the demands of teaching this course preclude that level of instruction from taking place. The minimum class cap for ENGL 22 is 40, and this year the department increased the class cap in two sections to 100 students. It is simply not possible for a single instructor to adequately instruct or assess student writing when they have over 20-25 students. In my opinion, the writing-centered SLOs (SLO 2 and SLO 3) should be re-evaluated as they are not appropriate to the instruction that we are able to provide in ENGL 22.
(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 SLO 3 is not appropriate to ENGL 22, it makes no sense to suggest modifications for improvement.

**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.
Exceeding GE Enrollment Limits, Response to Memo sent by UGS office.

Date: October 30, 2015
From: Shannon Miller, Chair, Department of English

We are running this course with a cap of 80 students, but we are providing a dedicated GA to the instructor to allow adequate feedback on writing.