General Education Annual Course Assessment Form

Course Number/Title: English 1B – Composition 2
GE Area: C3
# of sections: 130
# of instructors: 42
Course Coordinator: Catherine Gabor
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Department Chair: John Engell
College: Humanities and the Arts

Results reported for AY 2009-2010

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?

In AY 2009-2010, we focused on the “Other” category in assessing English 1B because we had the opportunity to survey faculty and students about how the lower class caps (20 students per section) impacted student learning.

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

From the Faculty Survey, we learned (from the faculty who participated):

- Most of the gains in the lowered class caps fall under SLO 1 (refining skills from English 1A)
- Faculty reported being able to engage more students in active class discussion, which may foster SLOs 2, 4, and 6.
- 82% of faculty dedicated more time to giving students feedback on their writing; it was ranked the #1 benefit of lower class caps by faculty (see the corresponding bullet below regarding students’ open-ended comments on their surveys).
- Grading final drafts is the most time-consuming aspect of teaching 1B
- Most faculty are using rubrics to respond to student writing (which is a best practice in writing instruction); rubrics allow students to see how the SLOs are begin assessed in their writing.

From the Student Survey, we learned (from the students who participated) that:

- The overwhelming majority of students who take English 1B at San Jose State have taken English 1A at San Jose State
- Just over half of the students were required to take some basic writing classes (pre-1A)
- 62% have had more class discussions in this class than in other writing classes
- 62% received more feedback on my writing that in other writing classes
- 79% indicated that their 1B class has improved their writing skills
- Virtually all of the open-ended comments were about how much students learned from the intensive and personalized feedback on papers.
Please see the attached survey instrument.

We learned that faculty and students overwhelmingly prefer smaller writing classes.

(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.)

While we are not modifying the assessment schedule at this point, we have begun a faculty-wide conversation about the 1A guidelines and SLOs. We have planned a series of focus groups that will consider if and how we would like to propose modifications to the course content and/or to the learning outcomes.

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. Good job.