General Education Annual Course Assessment Form

Course Number/Title **English 1B**  GE Area **C3**

Results reported for AY **2010-2011**  # of sections **114** # of instructors **25**

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Department Chair: **John Engell**  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 2: Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed.

2. **What were the results of the assessment of this course? What were the lessons learned from the assessment?**

   **Assessment Results:**

   The majority of the 42 randomly selected papers fell into the “Good” or “Fair” categories for the “ability to locate and analyze supporting materials, including independent library research.” However, the majority of papers fell into the “Poor” category for the “ability to evaluate supporting materials and identify key concepts and terms that describe the information needed.” In other words, student papers showed evidence of recent, relevant source that were satisfactorily analyzed, but the student papers did not contain expected introductory phrases about the credibility of the selected sources.

   **Lessons learned:**

   1. The students in English 1B are able to find and analyze supporting materials based on library research; students are demonstrating significant aspects of SLO #2
   2. The course coordinator, the faculty who teach the course, and the instructional librarian need to devise ways to ensure that students are learning—and demonstrating their knowledge of—conventional methods for introducing sources, using key concepts and terms.
(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.)

In the upcoming year (AY 2012-2013), we will still assess SLO #4, but we may do a comparative assessment by looking at the English 1B sections in the Portfolio Pilot program vs. the rest of the English 1B sections.

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?

Currently, all sections are aligned, but we are planning future action in the form of a proposed overhaul of the English 1B course guidelines and SLOs. If the proposal is approved by BOGS and the Academic Senate, we will revise the English 1B GE assessment schedule accordingly.