General Education Annual Course Assessment Form

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

Results reported for AY **2011-2012**  # of sections **115**  # of instructors **39**

Course Coordinator: **Catherine Gabor**  E-mail: **Catherine.gabor@sjsu.edu**

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 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

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

   Assessment Results:

   Twenty-eight of the thirty randomly selected papers fell into the “Good” or “Adequate” categories for the “ability to synthesize ideas encountered in multiple readings.” In other words, the vast majority of students demonstrated the ability to synthesize multiple ideas into single essays. Approximately one-fourth of students could synthesize ideas from multiple readings within individual paragraphs or sections of essays—a more sophisticated rhetorical ability.

   Lessons learned:

   1. The students in English 1B are able to synthesize ideas from multiple readings, a key component of the research emphasis of English 1B.
   2. The course coordinator and the faculty who teach the course should push students to synthesize ideas in ever more sophisticated ways.

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 may offer professional development workshops on synthesizing sources, but the program considers the shortcomings of last year’s assessment (explaining the credibility of sources) as a more pressing concern and will continue to work with faculty and librarians on improving achievement for this SLO (#2).
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.