General Education Annual Course Assessment Form

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

Results reported for AY 2012-2013  # of sections:  **68**  # of instructors  **32**.

Course Coordinator:  **Kelly A. Harrison**  E-mail:  **Kelly.harrison@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 1: Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.

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

Faculty members assessed the final essay assignment in their courses. This SLO is difficult to assess because it encompasses all of the SLOs from the prerequisite course (English 1A). The point of this SLO, however, is to ensure students continue developing the skills learned in earlier writing courses. For our assessment, we measured student work by three categories:

- Refined. The student meets the competencies for 1A and improves over the semester.
- Static. The student consistently demonstrates the competencies for 1A SLOs but doesn’t improve on them over the semester.
- Fails. The student does not consistently demonstrate the competencies of 1A.

<table>
<thead>
<tr>
<th></th>
<th>Refined</th>
<th>Static</th>
<th>Fails</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw #</td>
<td>991</td>
<td>514</td>
<td>190</td>
</tr>
<tr>
<td>% of total</td>
<td>58%</td>
<td>30%</td>
<td>11%</td>
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The 11% in the *fails* category is hard for us to reconcile completely. Some are students who came into 1B without the skills necessary to pass the course and who were unable to acquire the skills during the semester. (Faculty remarked on some of the low skills many of the students had at the start of the semester.) Some of this number is the result of sloppy work on the last essay, which was the assessment assignment. And some of this number must also be attributed to faculty who were particularly demanding assessors. Some faculty reported no students or only one student in the *fails* category (11 of 68 sections), whereas some faculty reported 15-17% of their students as *fails*. In the future, we must clarify the rubric.
Most faculty reported that their students made immense progress over the semester. Some remarked that students who failed tended to be those who often missed class or didn’t apply themselves.

(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.)

GE area C3 is likely going away (pending Senate approval). The English department plans to merge English 1B (area C3) with English 7 (area A3) for a new course called Critical Thinking and Writing that meets the new GE guidelines for Area A3. English 1B in its current form will remain as a course until we have the new course approved by BOGS.

The new GE guidelines will not have an SLO similar to this one, so we believe this is the last time we will assess an SLO that encompasses all of the SLOs from a prerequisite course.

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?

Each semester, the course coordinator reviews all of the syllabi to ensure alignment with the GE course guidelines. We are working toward 100% faculty participation in the assessment.

This assessment was done by 32 of 37 instructors, for a total of 68 of 84 sections.

We are already beginning training of faculty in preparation for the new GE area A3 guidelines.