General Education Annual Course Assessment Form

Course Number/Title ______ENGL 78_________________ GE Area ________C2_________________

Results reported for AY ____2014-2015_______ # of sections _1_______ # of instructors _________1_______

Course Coordinator: ____Adrienne 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?

SLO3: Letters courses will enable students to 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?

Only one section of ENGL 78 was offered during AY2014-2015. In this course, the instructor used a 750 word film review to measure students’ ability to write correctly, clearly, and concisely. Out of 28 students, the instructor reports that 25 were able to meet this goal.

(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.)

Next year’s assessment will ask instructors to include rubrics specific to the various elements of the overall goal. For example, how is “clarity” assessed? How “correctness”? It seems appropriate to use a short writing assignment to assess these things, but the instructor needs to take more care to collect data about each aspect of the overall goal.

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?
There is a serious problem with the expectations of Area C2 courses. Two out of three of the GE-LOs assess the students’ ability to write well and clearly. While these are important goals, the classes themselves are not set up to allow any writing instruction. According to the course guidelines, a student in an Area C2 course is required to write only 1,500 words in the entire semester (essentially one writing assignment). Writing instruction via meaningful feedback is not really possible with such a small sample, since only one iteration (teacher/student feedback) would typically occur. What we are essentially measuring, then, is the student’s writing ability when s/he enters the class since the class does not instruct the student in the art of writing. The goals for Area C2 should be changed to reflect the instruction that actually goes on in these classes: typically teaching students to read and to analyze literature.

(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.