General Education Annual Course Assessment Form

Course Number/Title __ENGL 1A ______________________ GE Area __A2________________

Results reported for AY __2018-2019_____  # of sections ____110______  # of instructors ____65_______

Course Coordinator: __Ryan Skinnell_______________ E-mail: __Ryan.Skinnell@sjsu.edu____________

Department Chair: Noelle Brada-Williams                                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 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 GELO(s) were assessed for the course during the AY?

GELO #5: Demonstrate college-level language use, clarity, and grammatical proficiency in writing.

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

<table>
<thead>
<tr>
<th>2018-2019 Totals</th>
<th>ENGL 1A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students</td>
<td>2513</td>
</tr>
<tr>
<td>Total Assessed</td>
<td>496</td>
</tr>
<tr>
<td>Introduced</td>
<td>14.9% (n=74)</td>
</tr>
<tr>
<td>Emerging</td>
<td>31.9% (n=158)</td>
</tr>
<tr>
<td>Developing</td>
<td>35.7% (n=177)</td>
</tr>
<tr>
<td>Mastered</td>
<td>17.5% (n=87)</td>
</tr>
</tbody>
</table>

Last year, we reduced the number of students assessed in keeping with national assessment practices. This year, we continued at the same rate of assessment (approximately 15%-20%). We changed the assessment process in the previous years to be more portfolio focused. This was the second year we had the full process in place, which will allow us to track assessment over time.

(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, we will assess GELO 1 (Students shall demonstrate the ability to read actively and rhetorically.) in English 1A.

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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections are aligned with the GE Learning Objectives for A2.

(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 GELOs for writing.

We cap enrollment for sections of English 1A at 23 in order to maximize student success in this core skill area.
The English Department offers two courses that meet the GE Area A2: Written Communication I requirement: **English 1A: First-Year Writing** and **ENGL1A-F/S: Stretch English**. ENGL 1A is a one-semester, introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

Stretch English is a yearlong version of ENGL 1A. Its description and learning goals are the same as those of ENGL 1A, but the course work is stretched out over two semesters. Stretch is a national model of writing instruction designed to help students who need extra writing support and resources. Students who elect Stretch enroll in ENGL 1AF (fall) and 1AS (spring). The extra time affords them opportunities to practice, to receive and offer feedback, and to revise and reread before turning in assignments and compiling a final portfolio of their work. Studying with one instructor and one student cohort for the full year also builds an effective writing community to sustain learning development beyond this single course.

The overarching goals in ENGL 1A and Stretch are the same. They are to develop students’ writing abilities in relation to five GELOs. Upon successful completion of the course, students should be able to: (1) read actively and rhetorically; (2) perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance; (3) articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals; (4) integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres; and, (5) use college-level language with clarity and grammatical proficiency.

ENGL 1A has been a central part of the first-year writing curriculum for decades. Stretch English, however, was introduced as a pilot in 2014-2015. Previously, students who were deemed unprepared for ENGL 1A were required to take LLD 1 and/or LLD 2 (remedial English). However, because of the success of Stretch as a national model for supporting student writers, the Stretch model was piloted and eventually implemented in 2016-2017 to replace LLD 1&2. Stretch is not a remedial course—it is equivalent to ENGL 1A, but with additional time added. As such, both ENGL 1A and Stretch are now assessed as GE area A2 courses, and we assess the same outcomes each year in both courses.

Despite being assessed for A2, however, there important differences in how ENGL 1A and Stretch have been and are currently assessed. First, ENGL 1A and Stretch assessment were not fully aligned until 2017-2018 as a result of the Stretch pilot and implementation transition. Therefore, assessment data for Stretch is not available before AY 2017-2018. Second, ENGL 1A went through a series of transitions in the assessment process since 2014-2015. Prior to 2017, students in ENGL 1A were assessed on a common writing assignment. In 2014-2015 and 2015-2016, the assignment was a timed, in-class essay. In 2016-2017, the assignment was a multimodal essay, which students revised. As of 2017-2018, ENGL 1A and Stretch are now assessed through a digital writing portfolio, which is described below.

Two additional factors distinguish the ENGL 1A and Stretch assessment. One is that Stretch is a yearlong course, which means students only participate in the programmatic assessment process in the Spring. For another, we conduct programmatic assessment in ENGL 1A by sampling approximately 15%-20% of student portfolios in keeping with national assessment practices. In Stretch, however, because of the shared curriculum and professional development practices, a much higher percentage of student portfolios are formally assessed. Despite the significant differences in the percentage of students assessed in ENGL 1A and Stretch, the ratings across assessment categories are relatively consistent.
Digital writing portfolios are required of all ENGL 1A and Stretch students. Portfolios are a better assessment method than timed essays or common writing assignments because they align better with the GELOs as a common assignment. Portfolios are also recognized as the preferred assessment method in research in the teaching of writing and writing assessment. The digital writing portfolio aligns with assessment practices throughout the first-year writing program. The portfolio includes six elements:

1. A LITERACY NARRATIVE that students completed during their Reflection on College Writing (completed before students’ first-semester at SJSU),
2. A CRITICAL ESSAY that students completed during their Reflection on College Writing,
3. A PARAGRAPH to their first-year writing instructor that students completed during their Reflection on College Writing,
4. A MAJOR ASSIGNMENT that students produce in ENGL 1A or Stretch
5. A SELF-REFLECTION ESSAY (approx. 500-600 words) addressed to an audience of Writing Program teachers, in which students argue they have developed an understanding of course learning goals and have developed strategies for working toward them.
6. An ANNOTATED BIBLIOGRAPHY OF STUDENT WORK that describes work students did in the period between their Critical Essay and Major Assignment to support the claims they make in their Self-Reflection essay.

As a consequence of changes to the courses and the assessment practices since 2014, the assessment data has changed in format. The data from 2014-2015 was collected prior to the hiring of the current writing program administrators, and it is no longer accessible. And given the changes in the tasks we’ve asked students to complete, the data across periods is not analogous. Moving forward, however, we expect that the data will be more consistent in line with the more consistent goals and activities we’re assessing.
The English Department offers two courses that meet the GE Area A2: Written Communication I requirement: ENGL 1A and ENGL1A-F/S (Stretch English). ENGL 1A is a one-semester, introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

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Students self-place into ENGL 1A or Stretch English during the summer before they enroll at San José State University. Their choice is guided by a mandatory sequence of writing assignments, the Reflection on College Writing, that they complete online. Unlike ENGL 1A, Stretch English has a prescribed curriculum. In both ENGL 1A and Stretch, however, students practice prewriting, drafting, revising, and editing, and they practice reading closely in a variety of forms, styles, structures, and modes.

In order to accomplish the GELOs, students in ENGL 1A and Stretch produce a series of formal and informal writing assignments, multimodal assignments, and oral presentations. The assignments in ENGL 1A and Stretch are designed to help students develop as writers by engaging them in the development of rhetorical flexibility—the ability to recognize and respond to diverse writing tasks. These assignments may make use of the wide variety of literate activities, including traditional writing assignments, multimodal assignments, and oral presentations.

For major assignments, students produce multiple drafts/versions and get feedback from peers and their instructor throughout the process in order to revise. ENGL 1A and Stretch require a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Assignments include in-class writing as well as revised out-of-class essays. Students receive frequent evaluations of their writing from instructors. Evaluative comments are to be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments should encourage and acknowledge student success as well as note problems and suggest ways to improve.

ENG 1A and Stretch are also reading courses. Reading is a crucial component of the writing process: students must read effective writing to become effective writers. Course readings, therefore, include useful models of writing for academic, general, and specific audiences. ENGL 1A and Stretch do not include literary texts (fiction and non-fiction), but instructors are invited
to use the First Year Experience common read text or assign short, personal narratives as models of descriptive and narrative writing.

The written, multimodal, and oral assignments in ENGL 1A and Stretch culminate in a digital writing portfolio. All students are required to submit a portfolio containing work that documents and makes an argument for their awareness of and efforts to accomplish the course learning outcomes. Research in the teaching of writing and writing assessment endorses portfolios as the preferred assessment method in writing classes. The digital writing portfolios in the English department’s first-year writing program, which includes ENGL 1A and Stretch, are designed to engage students in self-reflection, metacognitive awareness, critical thinking, and analytical writing, all with particular reference to the GELOs.