

GE Area A4 Second Composition Assessment Report

[Dashboard link](#)

[Dashboard link to Student Survey results](#)

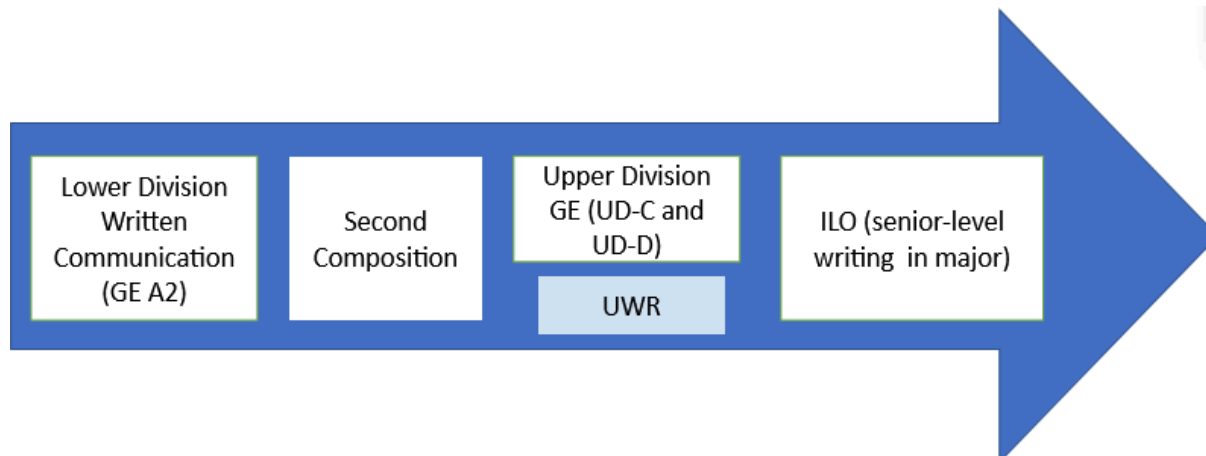
PURPOSE AND BACKGROUND

The overarching purpose of assessment in General Education (GE) is to enhance and improve undergraduate student learning experiences afforded by the GE program at Cal State East Bay. Looking beyond the CSU Chancellor's Office and WASC accreditation requirements which necessitate GE assessment ([EO 1100](#), Section 6.2.5), the true value of GE assessment extends from how we collaboratively make meaning of assessment results to inform improvements in GE.

GE learning outcomes are aligned to the [Institutional Learning Outcomes \(ILOs\)](#), [WASC Core Competencies](#), and [AAC&U's LEAP Essential Learning Outcomes](#), all of which express the knowledge, skills, and values CSUEB graduates are expected to attain. Collectively, CSUEB's GE learning outcomes and ILOs distinguish who we are, what we value, and how we expect students to demonstrate their learning. Thus, the assessment of GE outcomes enables our campus community to gauge how effective we are in helping our students attain these outcomes.

The General Education Long-term Assessment Plan for 2022-2027 [22-23 CAPR 39](#) (which supercedes [18-19 CAPR 2](#)) details a consistent, rigorous assessment process.

In the new GE structure, GE Area A4 Second Composition will be phased out and replaced with GE Area 1B Critical Thinking and Composition, which is part of the "Golden Four" essential skills (core competencies) that form the foundation for GE and major programs. [Executive Order 1100](#) Section 6.2.5 (Revised May 2024) states that "Campuses shall develop an assessment plan that...organizes and analyzes the collection of evidence," among other requirements. The assessment allows for robust and meaningful assessment of GE at key "checkpoints" (also known as guidepost assessment) and is extremely valuable in informing improvements, which help move GE into a more coherent, intentional, and scaffolded program. Performing guidepost assessment of student writing allows us to gauge how well students develop autonomy and sophistication in their writing as they progress through their academic pathways. Such assessment checkpoints include first-year composition, second composition, upper-division GE, University Writing Requirement (UWR) and ILO assessment in senior-level major courses.



(Fig. 1). GE assessment of written communication is primarily focused on first-year composition (GE 1A [A2]), second composition (although not formally a part of the GE program), upper-division GE (GE 3 [UD-C] Arts and Humanities and GE 4 [UD-4] Social Sciences), and Institutional Learning Outcome assessment (which sometimes assesses both UWR and UD courses at the same time).

Students must complete the Second English Composition requirement by the time they reach "junior" standing either by taking a separate Second Composition course or successfully completing 1B. Before taking the Second Composition course, students must pass a course satisfying GE Subarea 1A with a grade of "C-" or above or "CR." Second Composition courses may also be GE certified. Transfer students who did not satisfy this requirement at their previous college must take Second Composition during their first semester at CSUEB. Some California community colleges refer to Second Composition as the "A4" requirement.

Second English Composition (A4) Student Learning Outcomes Revised

Upon successful completion of Second English Composition, students will be able to:

1. write for at least two different audiences (e.g. academic, general, and/or professional);
2. engage in writing for specific purposes (e.g. critical thinking, analytical writing, informal writing, and/or research);
3. apply critical thinking and logical reasoning in the development and organization of ideas in written texts;
4. consider multiple perspectives using primary and/or secondary sources, and when appropriate, incorporate key disciplinary concepts when presenting ideas in writing;
5. revise writing with critical feedback provided by the instructor at important junctures throughout the semester in order to improve development, clarity, coherence, and correctness.

Second English Composition (A4) Course Characteristics

- substantive instruction addresses various aspects of writing (critical thinking, analytical writing, informal writing, and/or research), including strategies for generating and organizing information, as well as editing;
- students have opportunities to revise multi-draft essays in response to peer/tutor/instructor feedback;
- students produce a minimum of 5,000 words in a variety of assignments, occurring throughout the course (i.e. not just one final assignment at the end);
- courses enroll no more than 30 students.

THE PROCESS

- A draft of the Second Composition Rubric was developed by faculty in the Department of English and the Department of Art in September 2018. Faculty members from the English Department met with the GE Director and GE Representative for EEC in Fall 2023 to update the learning outcomes; revise the rubric, develop the student survey, and design an assignment guide. The revised rubric can be found in Appendix A of this report.
- The revised learning outcomes and rubrics were used for assessment in Spring 2024. The learning outcomes were approved by the Writing Skills Subcommittee of CIC and the General Education, Overlay, and Code Subcommittee of CIC. The learning outcomes and rubric were then approved by the Academic Senate.
- Assessment Process. A4 Second Composition courses for Spring 2024 were identified. Faculty teaching Second Composition courses were invited to participate in the collection of student work. Faculty were invited to participate in an unfunded assessment team. A random sample of 10 assignments were drawn from each course. Each assignment was evaluated by two faculty members. Courses from Engineering, English, History, and Physics were used for assessment.

ASSESSMENT RESULTS

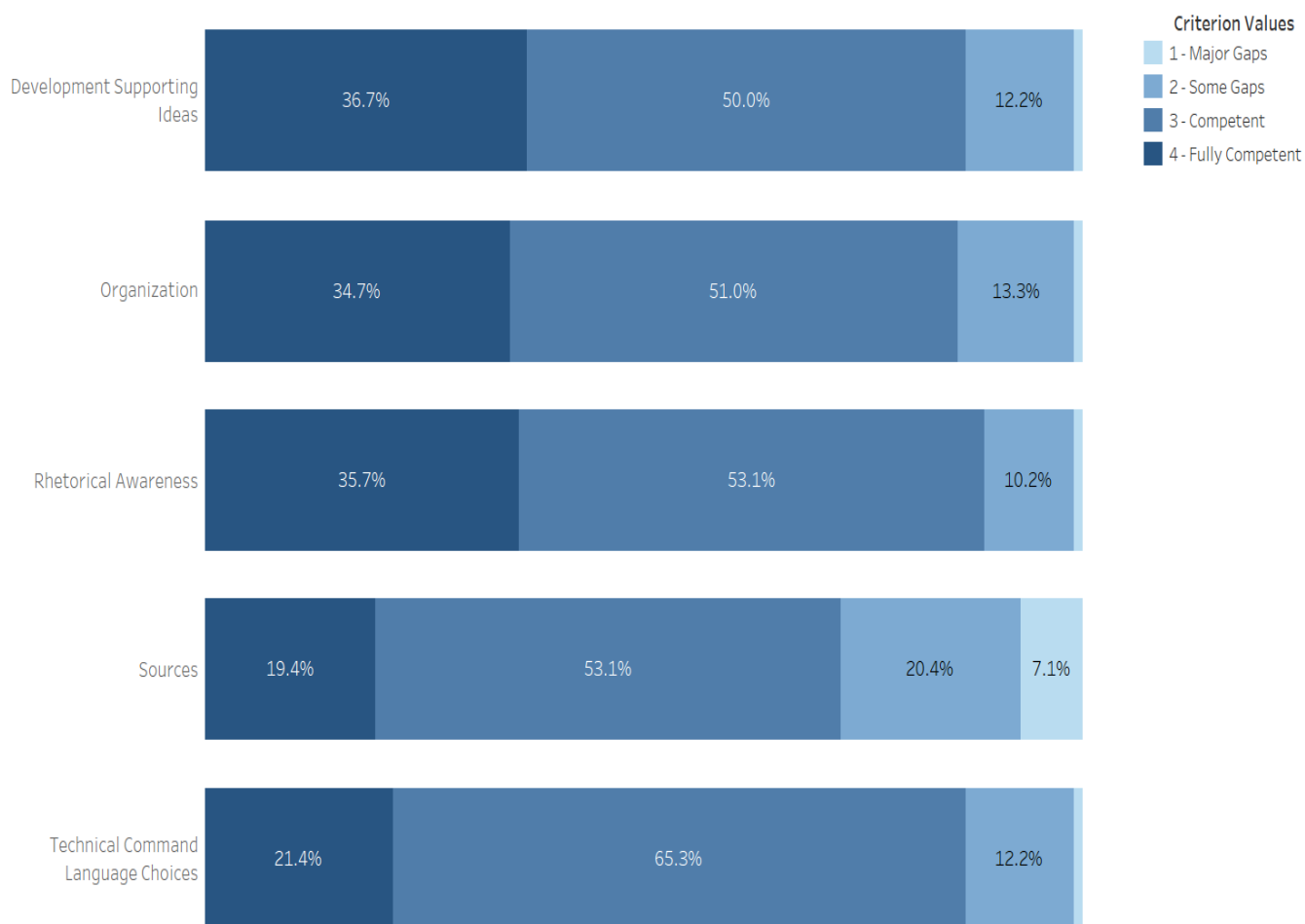
Interrater Reliability

There were good interrater reliability scores in every rubric category. The interrater reliability shows that the five assessors gave student assignments the same scores or a difference of 1 (i.e., one assessor gave an assignment a score in one category of 3 and the second assessor gave the same assignment in the same category a 4) between 94% and 98% of the time:

92% 0 or 1 for Development of Supporting Ideas
96% 0 or 1 for Organization
96% 0 or 1 for Rhetorical Awareness
92% 0 or 1 for Sources
98% 0 or 1 for Technical Command, Language Choices

Overall Results of student performance in Second Composition courses **revealed that competency (performance levels 3-4) was attained in every category except Sources. Proficiency is 75% or more.**

GE Second Comp Assessment: Full Distribution of Scores (n = 98)



Percentage of Competent Student Work for Each Rubric Category - “All” Courses

Development of Supporting Ideas - 86.7%

Organization – 85.7%

Rhetorical Awareness – 88.8%

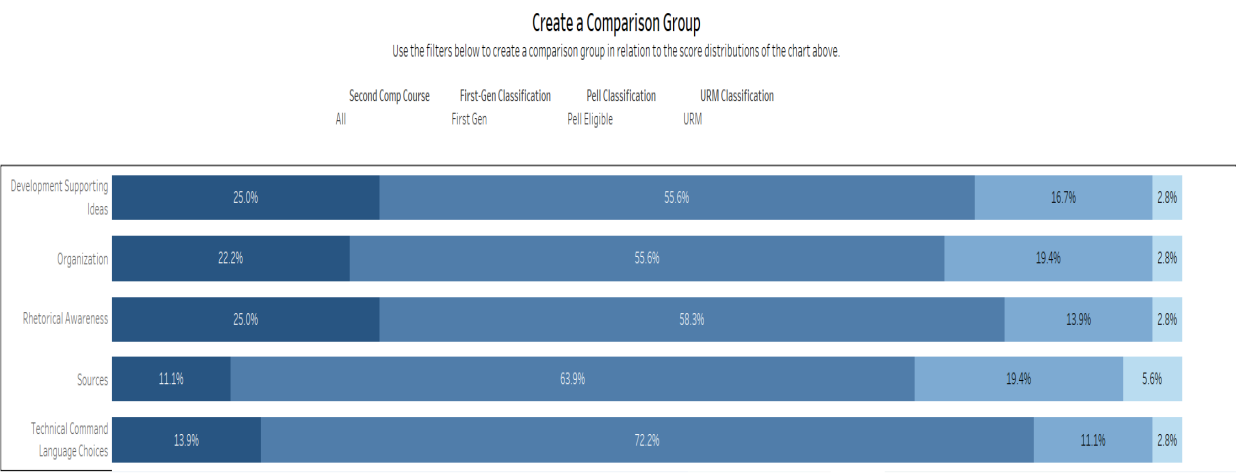
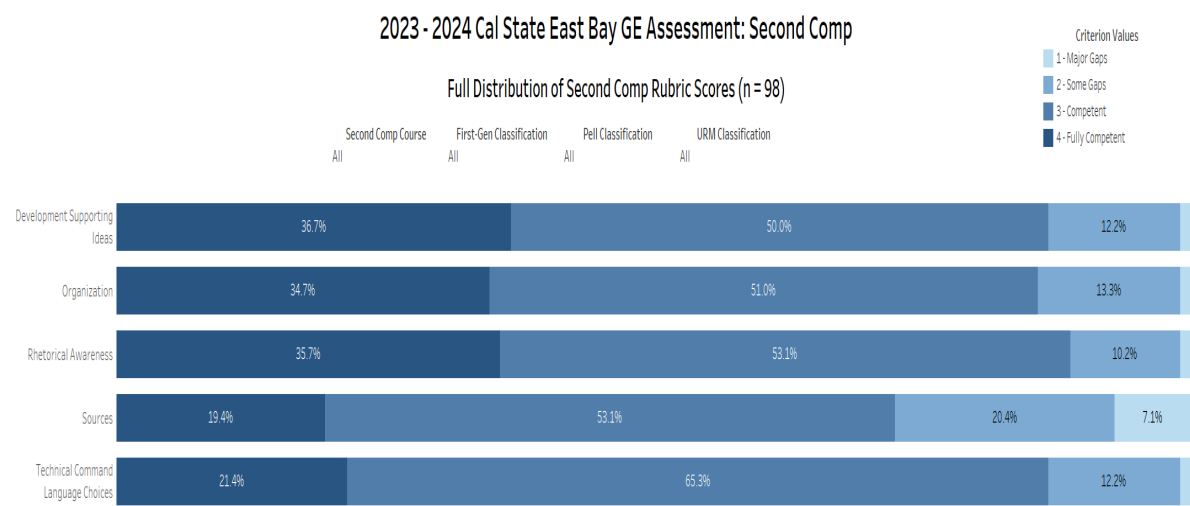
Sources – 72.1%

Technical Command Language Choices – 86.3%

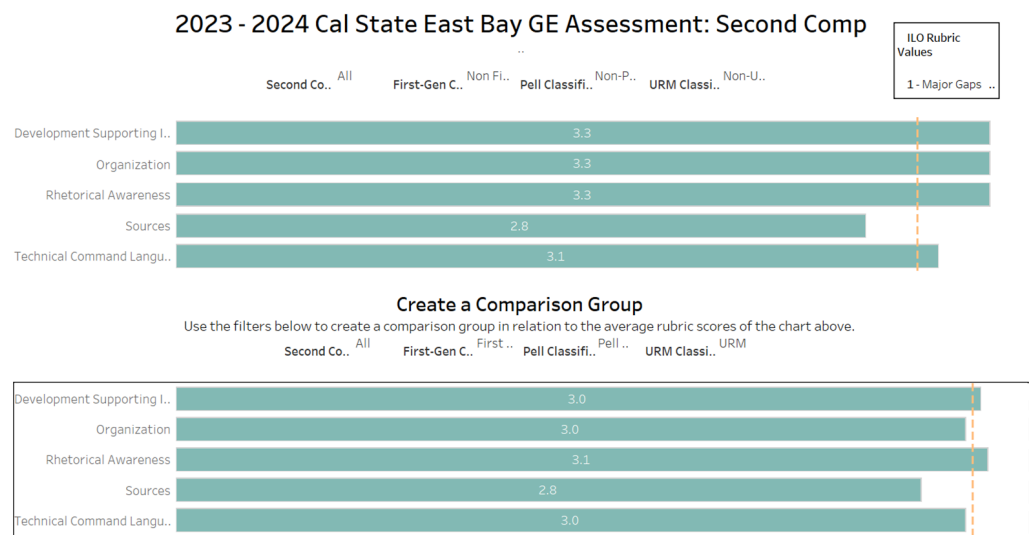
To compare results for different courses, go to the [Dashboard](#) and select from the drop down menu.

Student Demographics

“All” Compared with Pell, First Generation, and Under-Represented Minority Students



Non-First Generation, Non-Pell, and Non-URM Compared with First Generation, Pell, and URM



Student Survey Results

A4 Second Composition Survey Spring '24

This dashboard summarizes survey results administered to undergraduate students who took an A4 Second Composition Course in Spring '24. The original survey was conducted on the Qualtrics platform and the results are visualized here with with demographic data.

Respondents' aggregated demographic information for Spring '24 is summarized below. Hover over each percentage to activate the tool tip that identifies the unique cou..

	<table><tr><th colspan="2">Course Enrollment</th></tr><tr><td>ENGLISH 200</td><td>100%</td></tr></table>	Course Enrollment		ENGLISH 200	100%	<table><tr><th colspan="2">Respondent College</th></tr><tr><td>CBE</td><td>24%</td></tr><tr><td>CEAS</td><td>6%</td></tr><tr><td>CLASS</td><td>12%</td></tr><tr><td>CSCI</td><td>59%</td></tr></table>	Respondent College		CBE	24%	CEAS	6%	CLASS	12%	CSCI	59%											
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GE Assessment includes the student voice and how they feel they achieved their learning outcomes. The questions/statements were designed using the learning outcomes for A4. Instructors for the A4 courses where student assignments were downloaded were asked to send a survey link through Canvas and email to encourage students to fill out the survey. There were 17 students who responded.

Students were asked to rate (on a Likert scale) the following statements:

Statement	Agree	Somewhat Agree	Strongly Agree
I learned to write for different audiences	53% (9)		47% (8)
I wrote for specific purposes (such as critical thinking, analytical, research)	29% (5)		71% (12)
I applied principles of critical thinking and logical reasoning to develop and organize my writing	35% (6)		65% (11)
I considered multiple perspectives in my writing using primary and secondary sources	53% (9)	6% (1)	41% (7)
I revised my writing based on critical feedback from my instructor throughout the semester	29% (5)		71% (12)
I made revisions based on feedback to improve my writing and improve clarity, coherence, and correctness	47% (8)		53% (9)

[Here is the link](#) to the results dashboard. Faculty are invited to look through the student results dashboard to view information about URM, Pell, and First-Generation students. Qualitative data was collected using two questions: 1: “Based on your experience with this second composition class, describe what effective writing means to you,” and 2: “Please describe assignments, activities, and/or instructor input in this course that promoted your learning about writing.”

Based on your experience with this second composition class, describe what effective writing means to you.

Being able to convey your point in a clear manner, while bringing in relevant information
Being able to get your written points across to your audience while backing them up with good evidence.
Effective writing involves writing to multiple audiences and addressing topics and arguments in succinct manners.
Effective writing is the ability to coherently and logically display ideas for certain purposes, whether it be informative, argumentative, etc.
Effective writing means to me is the way I use all my resources and knowledge in my favor to write.
effective writing means to put out meaningful and backed up information to prove a point.
Effective writing means to spend the writing process in an optimal way, like pre-writing, planning, research, and writing.
Effective writing to me means writing with a purpose.
For me effective writing means to express what it is your paper is about, whether it be argumentative, persuasive, rhetorical, formal or informal. Making sure to get your claim across to the audience in ..
For me it means that your writing explains something and gets “your point across”
I think writing to different audience and changing the tone of writing helps the audience to understand what the writer is trying to say.
I was effectively able to complete the assignments correctly during this class.
passing your point of view with credible sources
that you know how to writing something that someone can read and understand and pick a side to be on
What effective writing means to me is that it has the ability to make people feel emotions and become understanding of the point the writer is trying to make.
What effective writing means to me is writing with a purpose.

Please describe assignments, activities, and/or instructor input in this course that promoted your learning about writing.

Class discussions and online discussion boards were helpful to hear others' perspectives.

Each major essay and writing assignment added to my learning and application of the concepts I learned in my English 200 course.

I really liked how my professor would have in class discussions and really explain/emphasize the material we were learning about and connect it to broader things. This made the assignments ..

I really liked the feedbacks that my professor was providing me on my essay papers as it could give me a clear sense of what she expects her students to write in the particular paper

keep the students update with everything, and checking in with them, if something was wrong. assignments were not hard to understand, the activities help because other would give you feed..

My instructor provided me with videos of her verbal feedback on major writing assignments and made me think on how to expand my writing in the future. Many assignments were gathering ..

My instructor was able to help us get started with writing process so like small assignments that would eventually help us in writing essay since we would already know what to do and have gai..

She gives really great feedback. I thought I was a decent writer but she really knows how to give feedback to enhance writing. I feel like she shows areas that I can work on in my writing that ..

Short presentations, warm up prompts, in-depth lectures about specific parts of writing. These helped me understand how to write and made it so that it wasn't boring, but an enjoyable proc..

The Final research essay

The professor had us do a 7-10 page research paper which required loads of research even about how to format the paper properly.

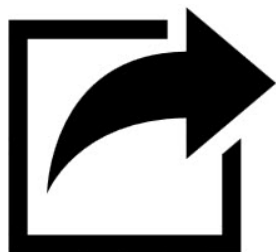
The research paper promoted my learning about writing.

The rhetorical analysis essay and argumentative research essay. I felt like it really challenged me in so many ways as a writer, helping me through my writer's block and giving me time to gen..

Think pair share

Weekly assignments which were the steps to our final research paper

when it came to activities it promoted our learning by brainstorming your own ideas but also getting others opinions on the same topic, it helped expand my personal way of thinking.



CONTINUAL IMPROVEMENT/CLOSING THE LOOP and NEXT ACTION STEPS

The following questions are part of the continuous improvement/closing the loop activity for departments to fill out and return to the Office of General Education (kevin.kaatz@csueastbay.edu and nancy.white@csueastbay.edu) by the end of the Fall semester, 2025. The questions will help guide a specific action plan to improve student success for Second Composition (now part of 1B).

For A4 Second Composition (now part of 1B):

- How are these data consistent with your experience as a department/instructor?
- Results show that there is a slight difference in proficiency between First Generation/Pell/URM and non-First Generation/Pell/URM who took the A4 courses for some of the rubric criteria. What specific actions will the department take to address the discrepancy?
- For some courses, the results showed student competency in every rubric criteria except sources. What suggestions do you have to improve student competency to search, evaluate, and integrate sources?
- Overall, what steps do you think could be taken to improve student success?

APPENDIX A

GE Written Communication Second English Composition (A4) Rubric
(revision completed 10/5/23, WS approved 11/13/23)

Description: Writing at the second-composition level demonstrates a move toward autonomy and sophistication in composition, critical thinking, rhetorical awareness, and information literacy (search for, evaluate, integrate, and document sources).

Framing Language: This rubric is designed to assess a final draft that uses primary and/or secondary resources; the expectation is that the final draft has been revised and edited based on productive feedback.

Category	4	3	2	1
Rhetorical Awareness Central idea(s) developed based on the assignment guidelines with awareness of context, purpose, and intended audience	Strong evidence of rhetorical awareness.	Appropriate evidence of rhetorical awareness.	Some evidence of rhetorical awareness.	Little to no evidence of rhetorical awareness.
Development of supporting ideas Uses evidence-based reasoning, explanations, and conclusions to develop the writer's central idea (e.g. purpose-driven paragraphs, skillfully synthesized perspectives, acknowledgement of counter arguments, and/or discussion of limitations).	Skillful articulation and development supporting ideas.	General articulation and development supporting ideas.	Partially articulation and/or uneven development supporting ideas.	Little to no articulation and/or development of supporting ideas.

Organization Ideas are ordered and connected in order to communicate a coherent train of thought.	Sophisticated organization.	Clear organization.	Some organization.	Little and/or ineffective organization.
Use of Sources Integration (e.g. signal phrases and/or attributive tags to introduce sources, synthesis of multiple sources) and documentation of sources (e.g. in-text citations, footnotes, endnotes, and/or bibliography) in service of the task. Source selection suggests students' ability to search for and evaluate information.	Skillful integration and documentation of sources appropriate to the task.	General integration and documentation of sources appropriate to the task.	Inconsistent integration and/or documentation of sources.	Little to no integration and/or documentation of sources.
Technical Command and Language Choices Conveys meaning using language conventions appropriate to the audience, genre, and discipline (e.g. word choice, sentence structure, spelling, capitalization, punctuation, and/or grammar).	Sophisticated language and mechanics. Errors, if any, are minimal and do not interfere with meaning.	Appropriate language and mechanics. Errors tend not to interfere with meaning.	Some use of appropriate language and/or mechanics. Errors, at times, interfere with meaning.	Minimal use of appropriate language and/or mechanics. Frequent errors interfere with meaning.