General Education Annual Course Assessment Form

Course Number/Title _ __COMM 40________________  GE Area ____A1______________________________

Results reported for AY __2015-2016________ # of sections ___17_____ # of instructors ____9____

Course Coordinator: __Tina Lim ______________ E-mail: _ Tina.Lim@sjsu.edu

Department Chair: ___Deanna Fassett_______________ College: ___Social Sciences__________

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 2: Students shall be able to engage in critical and analytical listening.

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

Out of approximately 452 students assessed, 252 mastered GELO2 at a high level (averaged a “B+” or better on assessment activities), 179 mastered GELO2 at an average level (averaged a “C” or better on assessment activities), and 21 either failed to master GELO2, or did so at a marginal level (“C-” or below on assessment activities)

(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.)

Instructors agreed that the course requires no structural modifications to help students meet this CLO. There were some issues that came up in teaching this course as a hybrid because Canvas is built in with a peer review tool so students can get immediate feedback from peers but often this feedback is not reflected in some students’ subsequent in class performance. There was some discussion about whether reflecting on peer feedback falls under CLO2. Specific modifications include:

• Modifying prompts for feedback throughout the semester to meet the needs and/or challenges of students.
• Finding more speeches and/or debates to show and discuss in class
• Prompting students to incorporate peer feedback in future assignments (maybe creating an aspect of grading to the assignment to include this)
• Including questions on exams about the content of student speeches and debates to encourage students to further engage in listening and retaining the information.
Most instructors plan on incorporating the presidential election in the fall semester. One instructor noted that they will assign participation points per class (not just during debate rounds) whether it’s to take notes or discuss specific prompts to remind students that critical listening is a daily occurrence in class, not just during speeches and debates.

**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?

Yes, still aligned.

(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.

Comm 40 is not a large section course.