General Education Annual Course Assessment Form

Course Number/Title _ ____COMM 41_____________  GE Area ____A3____________________________

Results reported for AY __2015-2016_________  # of sections ___16____  # of instructors ____7_____

Course Coordinator: ___Kathleen McConnell _______________ E-mail: ___ McConnell@sjtu.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@sjtu.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: Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.

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

Out of approximately 385 students assessed, 163 mastered SLO2 at a high level (averaged a “B+” or better on assessment activities), 165 mastered SLO2 at an average level (averaged a “C” or better on assessment activities), and 57 either failed to master SLO2, 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 report that structured debate on a topic (with specific materials supplied by the instructor) works well for teaching this learning objective. Some instructors have developed their own activities for structuring debate, such as a “dinner party” exercise, while others teach parliamentary procedure.

Instructors reported that the more time they spend in class discussing what a sound, valid, complete, credible, and relevant argument consists of, the stronger are student analysis papers.

Instructors are incorporating more group debates, discussions, and presentations in class that seem to improve students’ ability to articulate and explain their viewpoints.

Instructors are modifying assignments to introduce new topics (e.g., gun control, conspiracy theories.), and to integrate media, group presentations, and student-led discussions.
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 41 is not a large section course.