General Education Annual Course Assessment Form

Course Number/Title: DA 10 Dance Appreciation GE Area: C1

Results reported for AY: 2017-18 # of sections: 4 # of instructors: 2

Course Coordinator: Professor Janie Scott E-mail: Janie.scott@sjsu.edu

Department Chair: Dr. Fred Cohen 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 SLO(s) were assessed for the course during the AY?
   SLO #3: Arts 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?
   The overall writing scores for Spring ‘18 semester were similar to the previous semester. I believe that some of this is due to the continued higher admission standards now in place for coming to SJSU. There are two large and 2 small writing assignments required for this course, each one requiring a deeper understanding of the subject and a greater ability to put their subjective responses to artistic works into an appropriate form and language. One of the larger papers is assigned towards the end of the semester so students have a greater understanding of the subject and more vocabulary to work with when expressing their responses to works of art. GE writing guidelines are shared with the class in week one and a special emphasis is placed on educating the students on the use of the writing center here on campus. I personally assess all written assignments for correctness, clarity and conciseness as well as content and provide feedback to each student. If their first written assignment was not strong enough to measure up to the GE standards, I provide written corrections and then I specifically let that student know that I expect them to take their next written assignment to the writing center to get one on one support for their writing before handing it in. The students who have followed up with the writing center have shown a marked improvement in their writing. The center provides a thirty minute session for each one on one appointment. This is far more time than I am able to give my one hundred and forty students in my two sections of this class. I continually speak to the issue of proofreading their work prior to handing it in, as many of the errors are spelling, or simple sentence structure. I am concerned that I have many students enrolled in remedial English and yet are allowed into a college course which is required to use the GE Writing standards for grading. This seems to put them at a disadvantage unless we are to use two different grading standards for one GE class.
(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.)

No major modifications are planned. I continually look for ways to support the remedial students and to encourage them to seek out the many support systems that SJSU provides.

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?

All are 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 SLOs for writing.