General Education Annual Course Assessment Form

Course Number/Title ________ TA 5______________ GE Area ____C1____________________

Results reported for AY ____2017-18_________ # of sections ___13______ # of instructors __9__

Course Coordinator: Kathleen Normington E-mail: __Kathleen.Normingthon@sjsu.edu____

Department Chair: __Elisha Miranda___________ College: ___Humanities and 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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) GELO 1: Arts courses will enable students to recognize aesthetic qualities and processes that characterize works of the human intellect and imagination.

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

Students acquired a greater sense of empathy and advocacy for the characters they were asked to perform.

The assessment was based on two interrelated assignments:

1. Written Character Analysis

The written character analysis will be assessed for completeness, correctness, and attention to the art and craft of the playwright from an actor’s point of view. Students should be able to identify the elements of dramatic structure (inciting action, point of attack, rising/falling actions, climax, and denouement) in addition to the given circumstances of the play as it pertains to their character. Objectives, beat changes, obstacles, and actions should be included in this analysis.

Of the 137 students assessed 123 students passed this assignment.

The instructors found that those students who struggled with this assignment did not do a close reading of the play, turned in work late, or did not complete the assignment.

2. Artistic Expression

The preview and performance of the scenes will be assessed according to rubrics you have created. Information to be included in this part of your evaluation should include preparedness (memorized, blocked, adequately rehearsed), performance skills (vocal and physical), and artistic
creativity in presenting a believable and dramatically compelling character onstage, as well as working collaboratively with a partner.

Of the 137 students assessed 125 passed this assignment.

Students who did not do well struggled with memorizing the text or simply did not show up on the day of the performance.

(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.)

We have decided to assign scenes and monologues that are more suited to our students race and ethnicity rather than burdening beginning performance students with finding their own contemporary material.

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.

(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.

Yes, all sections of the course are still aligned with the benchmarks listed above.