General Education Annual Course Assessment Form

Course Number/Title ___________ FREN 1B ___________ GE Area ______ C2 ________

Results reported for AY ______ 2015/2016 ________ # of sections ______ 2 ________ # of instructors ______ 1 ________

Course Coordinator: ______ Jean-Luc Desalvo ________ E-mail: ______ Jean-Luc.Desalvo@sjsu.edu ________

Department Chair: ______ Damian Bacich ________ 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, 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) What GELO(s) were assessed for the course during the AY?

GELO 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns.

This is the first year that French 1B is being assessed for GE, C2 credit.

French 1B’s main objective is to bring the student to communicate as soon as possible solely in French as a means of affording students multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse cultural and language backgrounds and experiences through “active involvement with diverse communities and real-world challenges” (GEPO 1 & 3). As a result, students are also afforded the opportunity to focus on and engage with the larger questions, both contemporary and enduring, facing human cultures (GEPO 3). There is an end-of-semester short essay exercise on works that specifically illuminate enduring human concerns. Likewise, students become more adept at adapting to new environments, integrating knowledge from different sources, and continuing learning throughout their lifetimes through the “application of knowledge, skills, and responsibilities to new settings and complex problems” (GEPO 2 & 4).

GELO 1 was assessed by evaluating seven (7) student writing assignments on various cultural topics of varying cultural significance and, more importantly, the end-of-semester GE assessment writing assignment specifically designed for the purpose of assessing the students’ ability to demonstrate how “Letters courses will enable students to recognize how significant works illuminate enduring human concerns” as part of the General Education Research and Writing Requirement. Significant writing is produced through exercises and homework compositions and general writing assignments. By the end of the semester, students write the equivalent of seven (7) compositions (150 words each) as graded homework in addition to answering essay questions in class and on the chapter and final exams in the form of essay questions on various cultural and literary topics, including an end-of-semester short essay analysis of an excerpt from Mariama Bâ's work Une si longue lettre which highlights the enduring human concerns of tradition versus modernism, generational conflicts, social progress and inequalities between the sexes, totaling a minimum of 1,500 words (C2 GELO 1, 2 & 3). They are guided in the writing process, learning to formulate a thesis statement, producing an outline, a
draft and a final version as well as engaging in peer and self-editing. The final composition exercise consists of answering essay questions on topics studied and discussed during the semester.

Writing assignments are assessed in terms of language, i.e. grammar, spelling, style, and content and structure, as well as comprehensiveness in the use of research techniques and materials. Students are guided through the revision process and the final product is assessed based on progress. Appropriate formative feedback is provided throughout the writing process both through peer editing and from the instructor. The students are expected to demonstrate ability to find resources either online or in the library, and they are also expected to view the films that will be discussed in class.

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

Method and Assessment Tools

Assessment of GELO 1 was based on the following writing assignments according to the grading rubric below.

Students were given more meaningful feedback through a more transparent grading rubric serving as an integrated assessment tool tied to the course student learning objectives to improve the quality of their future and overall written submissions.

1. Content: Description and commentary; use of appropriate vocabulary, ideas. (30%)

2. Writing skills (grammar, stylistics, etc.) (20%)

3. Structure and organization (20%)

*4. Reference to GE learning objectives (30%)

Assessment data (Fall 2015)

Overall class performance: Out of 26 students enrolled the first week of class, 22 remained enrolled and completed all or most assignments. 14 students (81.5%) received a passing grade (C or better), 1 student received an A-, 6 received B+, B or B-, 9 received C+, C or C-, 2 received a D and 4 received an F. The number of grades in the lowest grading range was higher than in previous semesters because some students did not complete all of their assignments, such as workbook exercises and writing assignments, especially toward the end of the semester.

*Overall performance on assignments assessing GELO1 in Grading Rubric:

Writing assignment #1: 90.9% (6 A, 13 B, 1 C)

Writing Assignment #2: 86.4% (4 A, 14 B, 1 C)

Writing Assignment #3: 90.9% (2 A, 16 B, 2 C)
Writing Assignment #4: 85% (6 A, 10 B, 1 C)

Writing Assignment #5: 90.9% (7 A, 13 B, 0 C)

Writing Assignment #6: 77.3% (4 A, 12 B, 1 C)

Writing Assignment #7: 81.8% (6 A, 8 B, 4 C)

End-of-semester GE assessment writing assignment: 77.3% (11 A, 6 B)

Assessment data (Spring 2016)

Overall class performance: Out of 22 students enrolled the first week of class, 19 remained enrolled (one of whom was auditing the class) and completed all or most assignments. 16 students (88.2%) received a passing grade (C or better), 4 students received A or A-, 8 received B+, B or B-, 5 received a C and 1 received an F. The number of grades in the lowest grading range was higher than in previous semesters because some students did not complete all of their assignments, such as workbook exercises and writing assignments, especially toward the end of the semester.

*Overall performance on assignments assessing GELO1 in Grading Rubric:

Writing assignment #1: 88.8% (7 A, 8 B, 1 C)

Writing Assignment #2: 84.2% (6 A, 7 B, 1 C)

Writing Assignment #3: 83.3% (4 A, 11 B, 0 C)

Writing Assignment #4: 83.3% (7 A, 8 B, 0 C)

Writing Assignment #5: 84.2% (8 A, 7 B, 1 C)

Writing Assignment #6: 77.8% (6 A, 7 B, 1 C)

Writing Assignment #7: 72.2% (10 A, 3 B, 0 C)

End-of-semester GE assessment writing assignment: 84.2% (12 A, 4 B)

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.)

Based on assessment data and overall grading of the French 1B end-of-semester GE assessment writing assignment, students need more guidance as a means of improving the quality and substantive nature of their comments (content and relevance as they relate to GELO 1 and its emphasis and focus on illuminating enduring human concerns) by completing and turning in a preliminary research-based
assignment dealing with the assigned topic and author before turning in the final version of the end-of-semester GE assessment writing assignment.

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, they are (noting that this is the first year).
- Damian Bacich, Chair, World Languages and Literatures