General Education Annual Course Assessment Form

Course Number/Title ______SPAN 1A / 1B_____________________ GE Area _____________C2________

Results reported for AY ______2015-2016____ # of sections _____5_____ # of instructors _____5_____

Course Coordinator: __Cheyla Samuelson____ E-mail: __cheyla.samuelson@sjsu.edu_______

Department Chair: __Damian Bacich____ 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 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?

Optional SLO: Diversity: Letters courses in World Languages and Literature will enable students to recognize and appreciate diversity in the Spanish-speaking world.

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

The course evaluated for the GELO was SPAN 1B Semester: Spring 2016 / Undergraduates: 10 students / Spanish majors: 1 student

Assessment Data and Results

The data collected for this report was a student paper using a rubric that took into account the students’ research and writing on the figure of prominent Hispanic woman.

Hispanic woman leaders writing assignment

“In order to recognize the accomplishments of and issues related to Hispanic women, you will be assigned a prominent Hispanic female figure to research. You will write a 1-page essay (double-spaced, Times New Roman and 12-point font) entirely in Spanish in which you will investigate the impact the female has had in her country and the world. As a conclusion, you will provide your opinion and analysis with regards to your Hispanic woman’s accomplishments.”

Analysis

40% (4 students) scored 90%-100%.
40% (4 students) scored 80%-89%.
20% (2 students) scored 70%-79%
(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.)

The assessment tool was useful in determining student learning because it showed potential problem areas in student writing, allowing the instructor to focus on that in future classes. More practice with writing at the paragraph level will be provided. Writing prompts will focus on topics that require students to write research-based critical analyses and personal responses, for example, one writing assignment for each chapter.

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?

As SPAN 1A and 1B are new course in the C2 GE, we anticipate a process of assessment and refinement of the modes of delivery and assessment across all sections. While we are confident that all the sections of SPAN 1A and 1B are aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment. One important goal of the upcoming year is to coordinate assessment across all sections, especially in the case of sections taught by TAs.

- Damian Bacich, Chair, Department of World Languages and Literatures