General Education Annual Course Assessment Form

Course Number/Title: Comm 10/Comm & Human Relations  GE Area D1-Human Behavior

Results reported for AY 2014-2015  # of sections 5  # of instructors 5

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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**, 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**

(1) What SLO(s) were assessed for the course during the AY?

SLO 1: Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

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

Instructors held an online assessment meeting in December. They identified several lessons learned from this assessment of this CLO.

We rely heavily on the intercultural interview paper activity to fulfill this SLO. In this paper we have students interview two people from a different culture as well as bring in their culture and the US culture into the analysis. The students learned the ability to communicate in cross-cultural interactions as well as compare and contrast three interpersonal communication concepts that were highlighted in the interviews in regards to diversity, equality, culture & environment. Moreover, students were able to recognize intercultural differences in their lives on a practical level.

One instructor noted that the SLO 1 topics are inherent in this assignment. She said that students were able to recognize intercultural differences in their lives on a practical level, an improvement over last semester. Another instructor had students interview people who are of different age categories than themselves. This broadened their idea of ‘culture,’ and by interviewing people and talking about differences, they are closing the loop of the idea of culture.

One instructor implemented an “Intercultural Discussion Week,” which focused broadening the concept of culture and by making the connections between culture and interpersonal communication more clear. In a particular discussion week, students were asked to interview folks who are of different age categories than themselves. This broadened their idea of ‘culture’, and by interviewing people and talking about differences, they were closing the loop of the idea of culture.

Another instructor, her first time teaching the course, found that most students were eager in regards to this SLO. They wanted to explore and discuss the greater implications of their interpersonal
communication and how this is a result of the past and present. They enjoyed the intercultural interview paper and found that reinforce the concepts in the text.

(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.)

One instructor identified this potential modification that she might make: Allow students to choose ahead of time which cultures they want to focus on for discussion and for intercultural interview paper. This will allow them to give more thought to the process of culture, and how they can apply the concepts to their assignments.

Another instructor plans on changing the song analysis paper to an in-class activity or online assignment rather than a paper. She also wants to incorporate journaling or blogging and change the final paper to something that has a stronger engagement with this SLO. Her students wanted a more interactive online portion for the hybrid so she’s exploring ways to do that.

A third instructor plans on allowing students to choose which cultures they want to focus on for discussion and intercultural interviews ahead of time. That will allow them to give more thought to the process of culture, and how they can apply the concepts to their assignments.

The same instructor is also going to broaden the definition of culture in the intercultural interviews paper. Most of the time students use ‘ethnicity’ as culture rather than considering other religions, sexual preference, abilities, etc. dimensions of culture. This will allow her students to broaden their definition of culture.

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?

Yes, the course coordinator and instructors are doing an excellent job keeping the goals, SLOs, content, support, and assessment consistent across sections. Regular communication between the coordinator and instructors and between the instructors maintains continuity within and across sections.

(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.

We cap enrollment in Comm 10 to 25 students, allowing instructors to add only two students beyond the cap. Since we do not offer larger sections, students are able to receive thorough feedback and engage in practice and revisions of their writing within the current configuration of the course and workload of the instructors.