General Education Annual Course Assessment Form

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

Results reported for AY 2016-2017  # of sections:  6  # of instructors:  4

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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 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

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

GELO 3: Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

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

One instructor wrote that her students had a difficult time connecting information from the course text to the assignments. “They need quite a bit more instruction when analyzing the course concepts and making links to the assignments (i.e. critical thinking).” She went on to note that students are able to make connections between what they see and experience in their interpersonal relationships and the concepts, but they struggle evaluating how the social information enables them to achieve deeper levels of understanding.

Another instructor noted that the Intercultural Concept paper was successful in helping students achieve this GELO. Specifically, students select three concepts from the textbook and analyzed how those concepts apply in different intercultural contexts. Unlike the instructor above, this instructor said that that the assignment enabled students to compare and contrast how the concepts applied differently depending on the cultural context. Overall, she found that the assignment facilitated knowledge and understanding of how the concepts applied to interpersonal issues and behaviors.

A third instructor emphasized in-class activities that enabled students to apply course concepts and social science information in meaningful ways.

Examples:

Gender and Listening: Students were divided into groups and asked to research 10 common “stereotypes” or misconceptions the males might have about females and vice versa. Afterwards a discussion was opened where the misconceptions were discussed, rationalized or debated.
Conflict Management: Students were asked to partner with another classmate and choose 1 out of 7 different scenarios to conduct a role-play activity using established conflict management techniques as summarized in the textbook. At the end of the activity a resolution was to be met.

Journal: Students were asked to keep a journal of roughly two entries per week starting in February and ending in May. The journals were a means of chronicling students’ interactions with friends, family members, classmates and partners. They were also asked to analyze how their observations and interpretations connected to particular course concepts from 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.)

The one instructor who notes that students have difficulty analyzing the concepts and social science information plans to revise her assignment sheets to be clearer. While they are quite detailed now, she plans to emphasize the analysis portion of the assignments.

Another instructor plans on doing short online quizzes that cover text material. This will enable students to reinforce the practical knowledge they gain through in-class activities that illustrate the concepts with theoretical knowledge they learn from lectures and from the text.

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 good 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.