General Education Annual Course Assessment Form

Course Number/Title _Comm 21: Performing Culture and Society__________________________

GE Area ___D2______________________________

Results reported for AY _2016/17_______________   # of sections __2__________

# of instructors _____1________

Course Coordinator: _Matthew Spangler_____________________________

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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

To be completed by the course coordinator:

(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?

Out of approximately 49 students assessed, what percentage would you estimate:

Mastered SLO3 at a high level 48% (averaged a “B+” or better on assessment activities)

Mastered SLO3 at an average level 47% (averaged a “C” or better on assessment activities)

Either failed to master SLO3, or did so at a marginal level 5% (“C-” or below on assessment activities)

From the instructor, after having met in person with the course coordinator at the end of the fall and spring semesters:

I assessed the students based on their contradictions performance. For this performance, they were required to investigate the history of an ethnographic object. The students researched how various cultures used the object. They also explored what the object meant to people in different
cultures. Lastly, they also examined how this object has transformed throughout history. For this assignment, they were required to research four sources, cite them in APA format, and create an annotation for each source.

After they researched the object, they thought about all of the positive and negative qualities associated with the object. For example, the ethnographic artifact of a ballet shoe might represent beauty, grace, and passion. On the flip side, it could also represent perfectionism, competition, and pain. It was their job to provide both of these perspectives within their performances. This assignment helped the students investigate various social issues from multiple lenses.

I feel like the students would benefit from having more time with this assignment. In the future, it could be useful to cut out a few other assignments in order to fully investigate this assignment more. This assignment hits on SLO3 more than other assignments, so it is important for students to have enough time to fully explore this assignment.

(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.)

If I taught this course again, I would include fewer performances. We always feel really rushed for time at the end of the semester, and I worry that the students aren’t able to process everything as well. I would probably only have three performances rather than five. This would allow the students more time to fully explore all of the learning objectives in each performance.

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 aligned.

(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.