General Education Annual Course Assessment Form

Course Number/Title ___ COMM 21 ____________  GE Area ___ D1 __________________________

Results reported for AY __2015-2016_________  # of sections ___3_____ # of instructors ___2_____

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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 2: Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

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

Out of approximately 73 students assessed, 47 mastered SLO2 at a high level (averaged a “B+” or better on assessment activities), 21 mastered SLO2 at an average level (averaged a “C” or better on assessment activities), and 5 either failed to master SLO2, or did so at a marginal level (“C-” or below on assessment activities)

(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.)

Assign more points to peer feedback. also assign more points to in class activities. Hopefully this serves as an incentive for more student to come to class and contribute to the exploration of this learning objective. Also considering having regular in-class quizzes as a way of boosting attendance.

Taking out some of the heavier “method” reading, and replacing it with more narrative stories about social injustices going on in the world today. Have even more group performances in the future. The students loved the experience of working together, and it significantly improved the quality of their performances.

Increase the percentage of students mastering GELO at a high level can be promoted by adding another Dinner Party engagement to the course. Students kept asking if they could do it again because they enjoyed this engagement so much. The second Dinner Party during can be scheduled around the midterm in the semester to more frequently assess the GELO. Another modification to the course may be incorporating more transparent and frequent use of GELO 2 language at timely milestones of the course. Improving the framing and frequency for students will increase the quality and ability to make micro and macro level connections to GELO 2.
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, still 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.

Comm 21 is not a large section course.