General Education Annual Course Assessment Form

Course Number/Title CA60 Creativity Matters GE Area Area E

Results reported for AY 17-18 # of sections 1 # of instructors 1

Course Coordinator: Shannon Rose Riley E-mail: shannonrose.riley@sjsu.edu

Department Chair Shannon Rose Riley College: H&A

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 use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.

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

The assessment activities for the GELO were all four of the Learning Communities assignments and a specific question on the fourth quiz, which read: "The third General Education Learning Objective (GELO) for this class states that students shall be able to "use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals." In Creativity Matters, you have learned, in particular, how to look at the various influences of collaboration and input from peers on creativity. In a couple of paragraphs, please reflect on what you have learned about collaboration and working in groups this term both through your Learning Communities and the reading. Give specific examples from your own experiences this semester in order to demonstrate that knowledge." Therefore this GELO was assessed in this specific question on the quiz as well as in my grading rubric for individual students in each of the four learning communities. Compiling those results: 24 students were ranked as follows using a four-tiered rubric for proficiency: 3 students responded at an Emerging level, 4 at Developmental, 12 at Accomplished, and 5 at Exemplary.

(2) 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.) None

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**

(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. **NA**