General Education Annual Course Assessment Form

Course Number/Title ____TA 48________________  GE Area ___E______________________________

Results reported for AY ____2017-18_________ # of sections ____3____ # of instructors ____2____

Course Coordinator: __Kathleen Normington______ E-mail: _Kathleen.Normington@sjsu.edu_______

Department Chair: __Elisha Miranda _______________ 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 1: Recognize the physiological, social/cultural, and psychological influences on their well-being.

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

At the beginning of the semester students completed a series of self-observations. Later in the semester they participated in research-based activities, and finally, daily class exercises addressed GELO 1.

Students do a variety of self-reflection/assessment of their vocal history/influences from childhood in their own voice – it is called “My Voice History.”

(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.)

We discovered that it was important for students to do more dialect study which has lead to the discovery of diverse ways that people speak, and how dialect influences a cultural response to character. We included the International Phonetic Alphabet and vowel sounds that allow us incorporate dialect work more effectively into our voice and movement course. Additionally, we bring in a peer health educator group that provides workshops to our students on body image that gives them a greater acceptance and ownership of their bodies. This contributes more to a greater understanding of character as performers.
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.

Yes, all sections of the course are still aligned with the benchmarks listed above. However, we would like to decrease the class size from 30 to 24.