General Education Annual Course Assessment Form

Course Number/Title  COMM/EDUC/ENGR/HA/SCIENCE 157 SL: Community Action and Service

GE Area  SJSU STUDIES S

Results reported for AY  2013-2014  # of sections  4  # of instructors  3

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Department Chair:  Deanna Fassett  College:  College of 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, 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 SLO(s) were assessed for the course during the AY?

| CLO#1: Describe how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identity are shaped by cultural and societal influences in the contexts of equality and inequality; |
| CLO#2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; |
| CLO#3: Describe social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups leading to greater equality and social justice in the U.S.; |
| CLO#4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S. |

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

During the 2013-2014 academic year, we continued to focus on the final grade as the primary method for assessment of the four student learning objectives. Starting in the 2014-15 academic year, we plan on focusing on SLO #1. The final grade for the course is calculated based on class participation, integrated papers 1 and 2, site seminar participation, completing of a logbook, quizzes and the completion of 48 hours of service at one of our community sites.

For the 2013-2014 grade report:

Fall 2013 Section 1

12/24 students scored in the A range. 9/24 students scored in the B range. 0/24 students scored in the C range.
2/24 students scored in the D range. 0 students failed. 1 student withdrew from the course.
Students scoring in the D range successfully completed the required 48 service hours, but failed to consistently submit written assignments, including logbooks and quizzes.

**Fall 2013 Section 2**
12/25 students scored in the A range. 6/25 students scored in the B range. 0/25 students scored in the C range.
3/25 students scored in the D range. 3/25 students received F. 1/25 received an incomplete.

**Fall 2013 Section 3**
19/29 students scored in the A range. 5/29 students scored in the B range. 3/29 students scored in the C range.
0/25 students scored in the D range. 0/25 students received F. 2/25 received incomplete.

**Fall 2013 Section 4**
16/22 students scored in the A range. 5/22 students scored in the B range. 1 scored in the C range. 0 students failed the class.

The student who scored in the C range completed the required 48 hours of service, but consistently submitted assignments late and missed in-class work.

**Spring 2014 Section 1**
22/26 students scored in the A range. 3/26 scored in the B range. 1 scored in the C range. 0 scored in the D range.
0 scored in the F range. 1 withdrew from the class.

The student who scored in the C range successfully completed the required 48 hours, but missed a significant number of the in-class and written assignments.

**Spring 2014 Section 2**
20/28 students scored in the A range. 4/28 scored in the B range. 0 scored in the C range. 0 scored in the D range.
1 scored in the F range. 1 withdrew from the class.

**Spring 2014 Section 3**
17/23 students scored in the A range. 3/23 scored in the B range. 1 scored in the C range. 0 scored in the D range.
0 scored in the F range. 1 withdrew from the class. 1 received an incomplete.

**Spring 2014 Section 4**
10/12 students scored in the A range. 1 student scored a B and 1 student received an incomplete.

Failure to complete the required 48 service hours of service seems to be the main reason students failed the class. Additional reason for failing this service learning class includes failing the two integrated paper requirement. This is mostly due to lack of writing practice, completing the paper at the last minute without following the instruction, or failure to meet the requirements and proper editing.

(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.)

To help students meet the requirement of 48 hours of service, we plan to implement a checklist of requirements that students will complete as they prepare to serve. For example, several of our
community partners require our students to pass the TB and background checks before they are allowed to work with children or senior citizens. If our students delay the TB and background check, their opportunity to perform service hours is decreased. Further delay can result from school district holidays, and staff learning days where there are no K-12 students to serve. COMM 157SL Students are required to complete the checklist as they prepare to serve. The checklist (complete with service site supervisor’s signature) will be submitted by week 4 of the semester.

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, all COMM 157 sections remain aligned with the SJSU Studies Area S goals, SLOs, content, support, and assessment. Regular in person assessment meetings and informal conversations among the instructors help maintain continuity across sections. I continue to be impressed with students’ experiences in this course; many report it is the most meaningful class they took at SJSU.

(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 157 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.