General Education Annual Course Assessment Form

Course Number/Title: AMS/ENVS/HUM 159 Nature & World Cultures  GE Area: V

Results reported for AY: 2013-14 # of sections: 4 # of instructors: 2

Course Coordinator: Scot Guenter  E-mail: scot.guenter@sjsu.edu

Department Chair: Chris Jochim  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 SLO(s) were assessed for the course during the AY?

In the cycle we had set up, this was one of the final years and rather than target a specific GE SLO, this year’s focus was on an effective integration of writing into the course.

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

We have two long time veterans who teach this course who both value and spend time helping their students achieve clearer communication through precise language, well developed organization, and attention to basic grammar, punctuation, and syntax rules.

In the online version of the course, the instructor reports: “Students complete extensive writing assignments in the class, in three separate types of assignments: (1) weekly module reports (short-essay form answers); (2) mid-term and final exams (long-essay form answers); and (3) group projects (multi-stage assignments, broken into eight separate assignments). The first two categories are graded individually, in the third, “(a)ll group assignments are peer-reviewed by other group members and assessed by the instructor; of the eight stages in the assignment, half are also peer-reviewed and evaluated by the class as a whole.”

Also, for the online version of the course, the instructor writes “Overall, students write an estimated total average of 10,000-12,000 words during the semester, or roughly the equivalent of 20-24 single-spaced pages (or 40-48 double-spaced pages). Some students, in their zeal and enthusiasm for the subject matter, write over 20,000 words.” Evaluations are as follows: FALL 2013: Exceptional Writers 17%, Well Developed Writers 69%, Developing Writers 14% (English-as-a-second-language speakers), Emergent Writers 0%. SPRING 2013: Exceptional Writers 13%, Well Developed Writers 75%, Developing Writers 12% (English-as-a-second-language speakers), Emergent Writers 0%.
The other instructor summarizes “In both Fall 2013 and Spring 2014, writing was heavily assessed my sections of AMS159, with four separate essay assignments that emphasized different kinds of thinking and argumentation in written form. Each essay had a writing skill focus that was made explicit to students on the essay assignment guide and which was discussed in class in preparation for writing. Because these essay assignments were given in lieu of examinations, the grades were weighted to content, with 75% of the grade being assigned based on student mastery of course material and 25% being based on writing skill.” The instructor traces how students respond to the rigor called for in writing with growing mastery across the essay, and as the fourth was of lesser value and focused specifically on constructing argument, chooses Essay Three as the target to assess writing skills, with this chart summarizing his findings:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage (excluding incompletes)</th>
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<tbody>
<tr>
<td>Mastery of Skill &amp; Content (A)</td>
<td>18% (5 of 27)</td>
</tr>
<tr>
<td>Advanced work, with room for improvement in skill or mastery (B)</td>
<td>56% (15 of 27)</td>
</tr>
<tr>
<td>Acceptable/Sufficient to move on with course work; would require more significant work to achieve mastery (C)</td>
<td>26% (7 of 27)</td>
</tr>
<tr>
<td>Developmental/Unacceptable (D &amp; F) [incompletes]</td>
<td>0 [6 incompletes]</td>
</tr>
</tbody>
</table>

(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.)

No modifications are planned at this time.

**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?

All sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment

(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.