General Education Annual Course Assessment Form

Course Number/Title: ECON 100W
GE Area: Z

Results reported for AY: 2015-2016
# of sections: 1
# of instructors: 1

Course Coordinator: Dr. Rui Liu
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Department Chair: Dr. Colleen Haight
College: CoSS

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?

GELO5: Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

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

This course requires a 2500-word writing assignment. The assignment is to identify a technology whose misuse significantly and dangerously magnifies individual power and poses a risk to public safety, then discuss positively the risk of the technology and normatively your public policy proposal surrounding that technology.

Students study the concept of risk, develop calibrated estimates to evaluate risk quantitatively, and use that data to recommend a public policy related to regulating technology. That is consistent with GELO 5.

Out of 24 students, 12.5% receive excellent, 33.3% receive good, 45.8% receive adequate, and 8.3% receive inadequate. 92% of the students have achieved GELO 5.

Several lessons are learned from the assessment:

a) Students have very weak incoming writing and language skills.

b) Students’ skills vary widely within the class.
c) Students don’t follow directions.

d) Students don’t check their work to ensure it complies with requirements.

e) Students lack entry-level writing skills.

f) Writing Skills Test (WST) does not reflect the true level of students’ writing skills.

(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.)

The instructor is experimenting with online grammar tools.

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?

All sections of the course are 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 GELOs for writing.

ECON 100W typically enrolls 24-26 students. The instructor provides written feedback on style, mechanics, and logic throughout the course via comments in Canvas. Students receive a written rubric that summarizes their grade and the evaluation of their mastery of concepts probed by an individual assignment. Moreover, students receive peer-editing suggestion from their classmates on writing assignments.