General Education Annual Course Assessment Form

Course Number/Title _____HUM 100W______________ GE Area ___________GELO 1____________

Results reported for AY __2017‐18____   # of sections __4_____   # of instructors _3_______

Course Coordinator: ___TOVA COOPER_______________ E-mail: ___TOVA.COOPER@SJSU.EDU_________

Department Chair: __DR. RILEY______________ College: _____HUMANITIES & ARTS____________

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: Students shall be able to produce discipline-specific written work that demonstrates upper division proficiency in 1) language use, 2) grammar, and 3) clarity of expression.

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

A: 28  
B: 42  
C: 18  
C- or less: 5

Students were evaluated according to their level of proficiency with basic formatting and proofreading; their ability to cite sources that furthered their argument; and on the level of clarity with which they used language.

There were three instructors teaching four sections of this course; each used his or her own assignment to evaluate the students’ demonstration of the above.

Collectively:

Students receiving a grade of A completed the assignment, and crafted a sophisticated thesis with **clear, articulate arguments** delivered in an organized manner with **smooth word delivery** and **minimal errors in grammar**.

Students receiving a grade of B offered less sophisticated arguments, and **communicated these arguments in a clear, consistent manner** with some faulty **sentence construction and**
a resulting awkwardness of expression. These students also demonstrated **some errors in basic grammar and punctuation**. Students receiving a C crafted incoherent or awkwardly phrased thesis statements and supporting arguments; although their ideas did come through, the writing included **problematic sentence structures, occasional slippage into informal English**, and **grammatical errors** illustrating the students’ inability to consistently apply grammatical lessons taught in class or lessons that the instructor had offered on previously submitted work.

Students who received a C- or less on said assignment either **did not submit work** or **submitted incorrectly-completed work**. In some cases, the work showed little or no evidence of the student having read the assigned material. Moreover, there was **no attempt to correct grammatical errors**, particularly those addressed in classroom demonstrations, corrective writing exercises, quizzes, and instructor feedback on previous papers. In some cases, student absences meant that they missed demonstrations focusing on clarity of writing and grammar.

One lesson learned here is that the university policy of not allowing instructors to grade on attendance directly results in students performing below a “C” grade. Since the majority of students’ grades fell within the “B” range, future instructors should focus on ways to encourage students to increase the clarity of their writing—including having students read their work out loud to catch awkward phrases and sentences/ideas that lack clarity of expression.

(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.

**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?**

(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.**
General Education Annual Course Assessment Form

Course Number/Title: HUM 100W  GE Area Z

Results reported for AY 2017-18  # of 1  # of instructors 1

Course Coordinator: Tova Cooper  E-mail: tova.cooper@sjsu.edu

Department Chair: Shannon Riley  College: Hum and 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: Students shall be able to produce discipline-specific written work that demonstrates upper division proficiency in 1) language use, 2) grammar, and 3) clarity of expression

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

The distribution of grades on the three assignments analyzed were a shortened bell curve with the majority of students earning Bs for the assignments. No students earned Ds or Fs. This is a normal distribution of skill for this learning objective.

(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.)

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?

(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.