General Education Annual Course Assessment Form

Course Number/Title: LLD 100WB  
GE Area: Z

Results reported for AY 2014-2015, 20 sections, 7 instructors

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Department Chair: Swathi Vanniarajan  
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?

   SLO 2: Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

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

   The seven different instructors in the 20 sections used different methods (assignments) to assess this SLO: online discussion posts, analytical reports (individual and group), reading responses, presentations, and tests and exams. Instructors noted various strengths and weaknesses about these assignments, especially with regard the texts they selected to gauge critical reading. Befitting the range of assignments used, the SLO was assessed in various different ways by different instructors, but most instructors included grade statistics regarding fulfillment of this SLO: in general, between 90% and 100% of students mastered this particular SLO at the “average” or “high” level, with just low percentages not mastering it.

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 centralized programmatic changes are planned. One instructor described the intention to revise course quizzes to better assess this SLO and others; another instructor has decided to assign a new book in future semesters to help students write arguments (“How to Write an Argument,” Gerald Graff); all others indicated “no change.”

**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 sections of this course are well aligned with the area goals, SLOs, content, support and assessment. If an instructor makes any changes in their assessments, it will be discussed in a meeting.

(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.

All of the sections of this course has a cap of 25 and so the instructors are able to give individual attention to students.