General Education Annual Course Assessment Form

Course Number/Title ________SPAN 25B GE Area ____________C2

Results reported for AY: 2014 # of sections: 1 # of instructors : 1

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Department Chair: Damian Bacich College: Humanities and 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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 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 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns.

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

Diagnostic Assessment: A test/questionnaire to assess how significant works illuminate enduring human concerns was given to students on the second week of classes. The focus was on the literary contributions of some important Hispanic writers. This time the questionnaire was divided into three areas instead of the previous two: (1) Comprehension of the stories. (2) The message conveyed by the stories within a specific locale and within a broader, universal context. (3) Personal reaction and critical evaluation of the story from the personal point of view of the reader. The results showed that some students did not understand the readings because of the complexity of the language and vocabulary, others were able to recognize how significant works illuminate enduring human concerns but did not respond critically.

Formative Assessment: Imbedded questions from the Diagnostic test in subsequent exams demonstrated a significant progress of appreciation of universal literary works. Nevertheless, many students (about a third) had difficulties appreciating the message from literary texts because of their complexity. Although textbooks come heavily annotated and with many glosses, the idiomatic level of some students is not high enough to fully comprehend elaborate Spanish texts.

Summative Assessment: Essays addressing the aforementioned issues evidenced a generalized, satisfactory outcome. However, this happened only after extensive consultation with the instructor, who
had to explain the intended meaning of some key passages. Without that extra help, a third of the students would have failed to fully appreciate how those works illuminate enduring human concerns.

The lesson learned from the assessment is that students at this level need either heavily annotated editions or simplified, abridged editions of the significant works studied in the course.

(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.)

Every new semester, I continue to modify the reader including both, the original passages of Hispanic significant works and an abridged edition. A new method could be the introduction of visual aids, like videos or drawings summarizing the works.

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?