General Education Annual Course Assessment Form

Course Number/Title UNVS 96GC GE Area C2

Results reported for AY 2014-2015 # of sections 1 # of instructors 1

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Department Chair Steve Branz College Undergraduate Studies

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 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 (Fall 2013)?

GELO #3 – Enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

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

GE SLO #1 was assessed using a short analytical essay in which students were asked to analyze a specific theme in a poem or short story. The assignment required students to articulate a cogent argument and explain or support it with examples from the literary text. The rubric used allotted specific points for correct grammar, effective organization, and clarity of thought. Students were provided feedback on an outline and a rough draft before submitting the final version.

Quantitative Analysis: Below is the breakdown of scores received on the final submission in categories relating to GELO#3:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th># of students</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;= 90</td>
<td>A</td>
<td>19</td>
</tr>
<tr>
<td>&gt;= 80</td>
<td>B</td>
<td>12</td>
</tr>
<tr>
<td>&gt;=70</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>&gt;=60</td>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>2</td>
</tr>
</tbody>
</table>
Qualitative Analysis:

Since an overwhelming majority (over 80%) of the class scored at B or better, it looks like student achievement of GELO#3 was very high. I believe this is mainly because of the thorough and detailed feedback that my TA and me were able to provide at every stage of the assignment, from outline to rough draft to final revision. This was a time-consuming and labor-intensive task that we undertook based on the English Department’s strong commitment to improving writing in all classes. As revision is the most important aspect of writing, students benefitted greatly from our comments and were able to revise their writing accordingly. But it will be very difficult to sustain this level of feedback without dedicated TA support for this fully online class.

(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 major 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 (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?