Course Number/Title: COMM 74Q  
GE Area: Area E

Results reported for AY: 2014-15  
# of sections: 2  
# of instructors: 1

Course Coordinator: Priya Raman  
E-mail: priya.raman@sjsu.edu

Department Chair: Dr. Shawn Spano  
College: Social Sciences

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 during the AY?

Area E SLO 4 and FYE SLO 1

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

1. **SLO 4: Recognize themselves as individuals undergoing a particular stage of human development, how their well-being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment.**

   Out of approximately 42 students assessed,

   - 62% Mastered SLO4 at a high level (averaged a “B+” or better on assessment activities)
   - 29% Mastered SLO4 at an average level (averaged a “C” or better on assessment activities)
   - 9% Either failed to master SLO4, or did so at a marginal level (“C-” or below on assessment activities)

2. **SLO 1: Discuss the value of higher education to individuals and society.**

   Out of approximately 42 students assessed,

   - 67% Mastered SLO1 at a high level (averaged a “B+” or better on assessment activities)
   - 7% Mastered SLO1 at an average level (averaged a “C” or better on assessment activities)
   - 26% Either failed to master SLO1, or did so at a marginal level (“C-” or below on assessment activities)

**SLO 4 – Lessons learned**

This SLO is woven into most assignments in one way or another. It is worth mentioning, that in this class, students’ understanding of this area expanded beyond SJSU into global social and academic systems. For example, students learned about many study abroad opportunities, engaged with students and faculty from Finland and Pakistan and had a guest lecture from
The assignments that most clearly correspond with this SLO and that were used for assessing this SLO are

- The Intercultural Me Portfolio:
  - Identity Reflection
  - Presentation
- SJSU & Me assignments:
  - Fall Welcome Days 1, 2 & 3
  - Campus Resources Entries, Revised & Peer Feedback
  - Global Dialogue Event & Reflection Survey
- Reading Responses
  - #3: Stress in My Life
  - #9: Projecting for the Future
- Meeting with Peer Mentor (2 meetings)

In their final presentations, many students have mentioned that they most appreciated meeting students and faculty from other countries and cultures. They also mentioned that they saw value in the SJSU & Me assignments because these made them seek out SJSU resources and find new friends, which helped them tremendously in adapting to SJSU and college life.

**FYE SLO 1 – Lessons learned**

Students met and examined this SLO from many different angles with several groups of people during this semester. Among these, they exchanged write-ups and met with students from a Counseling graduate class (EDCO 289), attended small group dialogues facilitated by Communication Studies junior and senior students (COMM 105P, 141P, visiting students from JAMK University, Finland), and discussed education in Pakistan with visitors from Allama Iqbal Open University (Islamabad, Pakistan).

The following assignments were used to assess this SLO:

- Reading Response #6: Social Class responding to bell hooks’ “Keeping close to home: Class and education”
- EDCO 289 Visit and Feedback Survey reflecting on semester-long co-mentoring with Counseling graduate students

Although most students scored high or average in this SLO, several students missed the EDCO 289 class visit and the following reflection survey. **For this reason, the number of students scoring low (C– or below) in this area seems higher.**

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 Intercultural Portfolio assignment packet is quite extensive in its current form. Cutting back one paper might be a good idea.
- Students suggested that they would love to learn about each other more early in the semester. Having in-class presentations about the Goals Statement & Learning Plan paper is a possible way of doing this.
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, the course coordinator and instructors are doing an excellent job keeping the goals, SLOs, content, support, and assessment consistent across sections. Regular communication between the coordinator and instructors and between the instructors maintains continuity within and across sections.

(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.

We cap enrollment in Comm 74Q to 20 students, allowing instructors to add only two students beyond the cap. Since we do not offer larger sections, students are able to receive thorough feedback and engage in practice and revisions of their writing within the current configuration of the course and workload of the instructors.