General Education Annual Course Assessment Form

Course Number/Title  COMM74Q/Fundamentals of Intercultural Communication
GE Area: E - Human Understanding and Development

Results reported for  AY 2013-2014  # of sections  3  # of instructors  1 (Fall 13)

Course Coordinators:  Dr. Ge Gao  E-mail: ge.gao@sjsu.edu
Department Chair:  Dr. Deanna Fassett  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 September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What CLO(s) were assessed for the course during the AY?

CLO 3: Students will be able to use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.

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

Out of approximately _64_ students assessed, what percentage would you estimate:
Mastered CLO3 at a high level _33_ % (averaged a “B+” or better on assessment activities)
Mastered CLO3 at an average level _54_ % (averaged a “C” or better on assessment activities)
Either failed to master CLO3, or did so at a marginal level _13_ % (“C-” or below on assessment activities)

The Intercultural Me Portfolio with its six individual assignments was used in all three sections for assessing this learning outcome. Reading students’ reflections, it seems that some of them find great value in engaging with culturally different others, particularly in “Cultural Engagement” and “Movie Discussion & Report” assignments. Also, discussing the assignments in class provided many insights into the application of course concepts. So, in short: (1) Students learn a lot from assignments that engage them with others, and (2) it is worth making time for debriefing discussions about these assignments in 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.)
The Intercultural Portfolio assignment packet is quite extensive in its current form. Cutting back maybe 1-2 papers and adding depth to the remaining ones might be a good idea.

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.