General Education Annual Course Assessment Form

Course Number/Title ___ChAD/KIN 67___  GE Area _____E____

Results reported for AY _11/12_  # of sections _11_  # of instructors __5__

Course Coordinator: ChAD: Maureen Smith ; E-mail: Maureen. Smith@sjsu.edu  
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Department Chair: _Toni Campbell_  College: __Education__

**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?

**Fall 11:**  *Diversity*

**Spring 12:**  *Writing*

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

The assessment for Fall 11 was done on only 35 sections – three ChAD instructors and one KIN instructor. Diversity was assessed via a group assignment where students investigated various campus services that reflect diversity in one of the four domains (i.e., cognitive, social/culture, and physical). The assessment indicated that 149 out of 156 students successfully mastered this course concept. Students reported enjoying the assignment and learning a lot about SJSU from it.

Writing was assessed in Spring 12 on the research paper (which has a specific section on the rubric for quality of writing. Students in each section write two term papers, one in the KIN half of the section and one in the ChAD half of the section. Assessment is reported for all eight ChAD halves and for three KIN halves of their respective course section. For the ChAD half of the term papers, 254 students out of 312 achieved a C or better on the term paper. For the three reporting KIN sections (*these students are a subset of the ChAD students reported above but writing a separate paper in their KIN half of the class*), 116 students out of 118 achieved a C or better on the term paper.

(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.)

*From Assessment F11*
No changes are planned, this is a highly effective assignment.

*From Assessment S12*

The course coordinator plans to work with faculty on the rigor of their assessments of the quality of writing. One possibility is to increase the range of points assigned to the writing section on the term paper rubric to facilitate more effective grading and feedback on students’ writing.

**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, this course, like all ChAD courses, is overseen by a course coordinator who ensures that all faculty who teach the course adhere to a common syllabus, textbook, assignments, grading rubrics, and signature assignments for assessing GE SLOs.