General Education Annual Course Assessment Form

Course Number/Title: COMM/EDUC/ENGR/HA/SCIENCE 157: Community Action and Service

GE Area SJSU STUDIES S

Results reported for AY 2012-2013 # of sections 2 # of instructors 2

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Department Chair: Dr. Stephanie Coopman College: College of 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#1: Describe how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identity are shaped by cultural and societal influences in the contexts of equality and inequality;

CLO#2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;

CLO#3: Describe social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups leading to greater equality and social justice in the U.S.;

CLO#4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.

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

To fulfill the four Course Learning Objectives (CLOs) for GE Area S, the class will discuss several critical and sensitive issues such as the ones pertaining to religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identity, inequity, and social justice. The instructor(s) integrate several ice-breaking, team-building, and bonding activities to enable our classroom to be a “safe place” for open discussions.

In this interdisciplinary course, this year, we focused on final grade as the primary method for assessment of the four course learning objectives. Course final grade is composed of completion of class participation, integrated paper 1, integrated paper 2, site seminar participation, and the completion of 48 hours of service at our community partner site.
Fall 2012 Section 1

5/58 students met the minimum standard of 70%. 1 student received a D, 4 students failed the class, 11 students scored in the B range (80%-89%) and 37 students scored in the A range (above 90%).

Fall 2012 Section 2

2/29 students met the minimum standard of 70%, 1 student received an incomplete, 1 students scored in the B range, and 25 students scored in the A range.

Spring 2013 Section 1

2/31 students met the minimum standard of 70%. 4 students scored in the B range and 25 students scored in the A range.

Spring 2013 Section 2

3/55 students met the minimum standard of 70%. 3 students failed the class, 15 students scored a B, and 33 in the A range.

Students who received a C or lower grade were mostly due to not able to complete the required 48 service hours. The reason is due to miscommunication with the site supervisors and lack of following up with classroom teachers or site principals. In addition, some students have trouble writing the two required integrated papers. The reason may due to lack of the writing practice and/or completing the writing assignment at the last minute without proper editing.

(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.)

To assess four course learning objectives (CLOs) in one academic year is an overwhelming task. To assess the course in a systematic manner, we plan to assess one CLO for the upcoming year.

To help students meet the required 48 service hours requirement, we plan to introduce a more extensive service learning logbook spreadsheet. Each student is expected to complete the logbook weekly and receive weekly grade. In addition, our class is selected as a pilot for SJSU S4 service learning database site. In summer 2013, we lost our instructor Mr. Brandon Gainer who received a tenure track position at De Anza College. We have two new instructors, Dr. Tabitha Hart and Dr. Virginia Lehmkuhl-Dakhwe, who will join us this fall 2013 semester.

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

Yes, all COMM 157 sections remain aligned with the SJSU Studies Area S goals, SLOs, content, support, and assessment. Regular in person assessment meetings and informal conversations among the instructors help maintain continuity across sections. I continue to be impressed with students’ experiences in this course; many report it is the most meaningful class they took at SJSU.