General Education Annual Course Assessment Form

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

GE Area SJSU STUDIES S

Results reported for AY 2014-2015  # of sections 4  # of instructors 3

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Department Chair: Shawn Spano 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 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?

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;

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

Starting in the 2014-15 Academic Year, we focus on CLO#1. The final grade for the course is calculated based on class participation, integrated paper 1 and integrated paper 2, site seminar participation, completion of a service learning logbook, quizzes and the completion of 48 hours of service at one of our community partner sites.

For the 2014-2015 grade report:

*Fall 2014 Section 1*
18/27 students scored in the A range. 5/27 students scored in the B range. 1/27 students scored in the C range. 1/27 students scored in the D range. 2 students failed.

Students failed the class did not completed the required 48 service hours, and did not submit written assignments, including logbooks and quizzes.

*Fall 2014 Section 2*
23/30 students scored in the A range. 5/30 students scored in the B range. 2/30 students scored in the C range. 3/30 students scored in the D range.

*Fall 2014 Section 3*
23/29 students scored in the A range. 2/29 students scored in the B range. 3/29 students scored in the C range. 1/29 student scored in the D range.
Fall 2014 Section 4
11/22 students scored in the A range. 3/22 students scored in the B range. 3/22 scored in the C range. 2/22 scored in the D range. 2/22 students failed the class.

Students failed the class did not completed the required 48 service hours, and did not submit written assignments, including logbooks and quizzes.

Spring 2015 Section 1
22/27 students scored in the A range. 4/27 scored in the B range. 1/27 scored in the C range.

Spring 2015 Section 2
15/21 students scored in the A range. 4/21 scored in the B range. 1/21 scored in the C range. 1 scored in the D range.

Spring 2015 Section 3
21/26 students scored in the A range. 1/26 scored in the B range. 2/26 scored in the C range. 0 scored in the D range. 1/26 scored in the F range. 1/26 withdrew from the class.

Spring 2015 Section 4
14/22 students scored in the A range. 5/22 scored in the B range. 3/26 scored in the C range.

Failure to complete the required 48 service hours of service seems to be the main reason students failed the class. Additional reason for failing this service learning class includes failing the two integrated paper requirement. This is mostly due to lack of writing practice, completing the paper at the last minute without following the instruction, or failure to meet the requirements.

(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 help students meet the requirement of 48 hours of service, we will continue to require and implement a checklist that students will complete as they prepare to serve. For example, several of our community partners require our students to pass the TB and background checks before they are allowed to work with children or senior citizens. If our students delay the TB and background check, their opportunity to perform service hours is decreased. Further delay can result from school district holidays, and staff learning days where there are no K-12 students to serve. COMM 157SL Students are required to complete the checklist as they prepare to serve. The checklist (complete with service site supervisor’s signature) will be submitted by week 4 of the 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, 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 157SL to 27 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.