Part 1

To be completed by the course coordinator:

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

   **SLO 2:** They will be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture

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

Since French 102B has been offered as an online SJSU Studies Culture, Civilization and Global Understanding course focusing on Francophone cultures through literature and cinema, changes based on results from assessment data outlined below have been made to better or more accurately measure the students’ knowledge of Francophone cultures outside of the U.S. with regard to comparisons and influences U.S. society has had on them upon which the course objectives are based and around which the course assignments more closely revolve. In accordance with the assessment schedule submitted and in conjunction with SLO 1 which was evaluated during the past two assessment cycles, SLO 2 was assessed because of its overall importance to the course and SJSU Studies, Area V in general. Based on the writing assignments, such as the three essays, a sufficient number of students continues to struggle in making these connections or comparisons because of insufficient knowledge of historical contexts of ideas and cultural traditions or an inability to implement critical thinking skills in their writing and reasoning. Even though results or assessment data of the three writing assignments and the midterm exam are encouraging, activities need to be further tweaked to get a clearer and more accurate evaluation of the students’ ability to satisfy 102B SLO2. One of the lessons learned from the assessment was that students needed to be asked in no ambiguous or uncertain terms in their assignments to demonstrate through more concrete examples and cultural comparisons how they relate or correspond to the course SLOs. New course materials (documentaries) and questions were developed in the Fall 2013 semester and initial evidence seems to point to a greater success rate in the number and quality of these connections. Although a small number of students is incapable or still does not adequately make the historical and cultural connections, as the data assessment below illustrates based on the
newly, reworded questions, a greater percentage of students are drawing meaningful conclusions and comparisons with regard to SLO2. This was also a result of the creation and implementation of a more detailed grading rubric (see below) begun in Spring 2012 to help students to more clearly identify how well these assignments addressed SLO2 and the other course SLOs.

**Method and Assessment Tools**

The assessment data (category #1) from three writing assignments and midterm was used as an assessment tool in Fall 2013 in addition to the final exam to assess the students’ ability to address SLO2. Grading rubric category #1, critical thinking skills, is the heart of French 102B and all SJSU Studies courses in general. Furthermore, students were given more meaningful feedback through a more transparent grading rubric serving as an integrated assessment tool tied to the course student learning objectives to improve the quality of their future and overall submissions. Detailed feedback for each category was emailed to each individual student.

Newly, redesigned grading rubric for all written assignments given equal weight in each category:

1. Quality of critical thinking skills
2. Writing skills (grammar, stylistics, etc.)
3. Organization
4. Reference to G.E. learning objectives and examples taken from American society

**Assessment data (Fall 2013)**

**Overall class performance:** Out of 24 students enrolled the first week of class, 22 remained enrolled and completed all or most assignments. 13 students (59.1%) received a passing grade (C or better), 4 students received A or A-, 9 received B+, B or B-, 0 received C+ or C and 9 received C-, D+ or F. The number of grades in the lowest grading range was higher than in previous semesters because most of these students just stopped turning in assignments or were subject to a late submission penalty.

*Overall performance on assignments assessing SLO2 in Grading Rubric with category #1:*

Writing assignment #1: 84.1% (5A, 12 B, 4 C)
Writing Assignment #2: 85% (7 A, 13 B, 2 C)
Writing Assignment #3: 83.3% (11 A, 8 B, 3 C)
Midterm: 84.8% (11 A, 5 B, 4 C, 1 F)
Final exam: (7 A, 9 B, 5 C)

**General comments:** As the semester progressed, results in category #1 improved as can be seen above. In addition, improvements were the most noticeable in this category versus, for example, writing skills.
As a side note, students are asked on their final exam (last live meeting) to answer the following question as part of a larger question: “Why do you believe French 102B deserves to be offered as an SJSU Studies course in the Culture, Civilization and Global Understanding category? Students have made the following comments in the past, such as “The issues studied in this course are not limited to Francophone groups or countries; they are universal. What better reason could there be for including this course in the Culture, Civilization, and Global Understanding category?” and “This course opened my mind to so many groups of people, cultures, and issues that I think it is by far the best culture course I have taken, [and] as a Child Development major, I have taken quite a few.”

Although there is less direct, empirical evidence to support this conclusion, the quality of the students’ comments on the discussion board also points to improvements in the students’ ability to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

**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?