General Education Annual Course Assessment Form

Course Number/Title CA100W        GE Area ___ Z
Results reported for AY 2011-12    # of sections 1    # of instructors 1
Course Coordinator: Shannon Rose Riley    E-mail: ShannonRose.Riley@sjsu.edu
Department Chair: Chris Jochim        College: H&A

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?

   SLO 3: Be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

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

   Our students' first assignment in Creative Arts 100W was to write a personal statement to accompany an application either for admission to a graduate or professional school or for a job. Our preparatory class session centered on explanation of appropriate modes of presentation, guided by numerous examples discussed and critiqued by the students. In our follow-up session, students could voluntarily submit their statements (without names) for class review and analysis.

   Our fourth assignment, a review of an arts event, was preceded by a class session analyzing approaches to writing for professional and general audiences. In writing reviews for an audience of their choice, students were required to demonstrate understanding of these distinctions and competence in them.

   Additional assignments, such as presenting supporting arguments for a grant application, further enhanced students' capacities to address professional audiences. Our central vehicle for accomplishing SLO 3, however, is the research essay. Its significance in the Creative Arts Program can be seen in its mid-semester placement and its division into segments. This allows our students maximum time for thorough research and preparation and enables them to receive ongoing evaluation from the instructor.

   In addition to our tutorial meeting in the MLK Library with the Creative Arts librarian, our writing workshop schedules a second full class session with an experienced researcher and author who covers research strategies and modes of presentation in writing about the arts. Our guest author was Professor Susan Shillinglaw of the Department of English, former longtime director of the SJSU Steinbeck Center and one of America's foremost Steinbeck scholars, who conducted a session exploring
with our students how best to plan and conduct research, emphasizing standards for
citation and the responsibilities of authors.

The overall level of student performance was high, with half the class receiving grades
of A or A-. The largest percentage of the course grade was from the research essay,
which most specifically addresses SLO3. This outcome resulted in the conclusion from
our assessment that our program's approach to meeting this and other specified
learning objectives is satisfactory.

(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.)

No modifications are planned.

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?