General Education Annual Course Assessment Form

Course Number/Title _CA 100W_________ GE Area _Z______________________________

Results reported for AY _2014-2015____ # of sections _2_________ # of instructors _2________

Course Coordinator: _Shannon Rose Riley_________________ E-mail: shannonrose.riley@sjsu.edu

Department Chair: _Shannon Rose Riley ___________ College: __Humanities and the Arts__________

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 to<curriculum@sjsu.edu>, 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?

SLO 2: Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

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

Meeting Student Learning Objective 2 is central to the design and teaching of Creative Arts 100W. In Fall 2014, as the attached Research Essay Calendar demonstrates, four full weeks were dedicated to it. In the first week Terry Christensen, Professor Emeritus of Political Science, joined the class to discuss formulating research strategies for exploring multiple perspectives on subjects, with special reference to his book on politics and film, and to respond to student questions based on their project proposals.

In the second week the class met in a library smart classroom with Humanities and Creative Arts librarian Peggy Cabrera for a tutorial on making fullest use of the library's resources in their research; she worked individually with each student to assist them in their specific topics. Representative examples of these topics which indicate the centrality of Learning Objective 2 are: "Sustainable Style: The Personal and Global Benefits of Sewing," "Musical Theories Between Eastern and Western Traditions," and "The Life and Creative Process of Alexander Calder." As these titles suggest, the students' research essays necessarily draw from multiple readings and different forms of discourse.

In order for students to benefit most from instructor commentary and to incorporate revisions into their work, research essays were submitted in two sections in mid-semester.

Numeric data: Out of 21 students, using a four tiered rubric for proficiency, 1 student(s) responded at an Emerging level, 10 at Developmental, 9 at Accomplished, and 1 at Exemplary.
(2) 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 required.

No modifications are planned as a new faculty member will be teaching the class in the fall of 2015.

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. All sections of the course still align with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment.

(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.

Sections are not above enrollment limits. Students receive substantial feedback on the writing that accounts for the minimum word count. See above assessment.