General Education Annual Course Assessment Form

Course Number/Title: COMM 157SL    GE Area: $  

Results reported for AY 2018/2019  # of sections: 3    # of instructors: 2

Course Coordinator: Tabitha Hart    E-mail: Tabitha.hart@sjsu.edu

(Spring '19 data compiled by Raman, and added to Fall '18 as Hart was on sabbatical.)

Department Chair: Deanna Fassett    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 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 GELO(s) were assessed for the course during the AY?

We assessed Area S GELO #1: Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality

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

We used 2 new assessment tools for the first time this semester: (1) a rubric for GE Area S, which was drafted in an assessment-themed seminar that I coordinated via WAC; (2) the Outcomes feature in Canvas, loaded with the rubric for GELO #1. This approach to assessment worked well, and was the most thorough and effective approach that I have used thus far in 157SL. The results were as follows:

Out of 119 students across the three sections:

- 20 students (17%) did not complete the assignment and were therefore not assessed.
- 0 (0%) students received an assessment score of 0 (did not meet baseline)
- 0 (0%) students received an assessment score of 1 (baseline); i.e. Can remember/list/recall key ideas, facts, figures on how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality
- 8 students (7%) received an assessment score of 2 (milestone), i.e. All of the previous PLUS... Can explain, calculate, and/or summarize key ideas, facts, figures on how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality
- 43 students (36%) received an assessment score of 3 (milestone), i.e. All of the previous PLUS... Can **analyze** key ideas, facts, figures, etc. across different contexts of how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality
- 48 students (40%) received an assessment score of 4 (mastery); i.e. All of the previous PLUS... can **create a unique/creative/insightful/novel application or proposal** on (or a line of action addressing) how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality

(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.)

My recommendation is that either a journal assignment or an online group discussion assignment be used as the assessment assignment for 157SL. I also recommend revising the prompts carefully so that they truly give the students an opportunity to respond to the targeted GELO.

**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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

(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 GELOs for writing.