General Education Annual Course Assessment Form

Course Number/Title ___AAS 33 A/B______________ GE Area US 1, US2, US 3 Integrated Assessment

Results reported for AY ___2014-2015_________ # of sections ___11/22__ # of instructors ___17/25

Course Coordinator: ____Dr. Hien Do ___________ E-mail: __hien.do@sjsu.edu_________________

Department Chair: ___Dr. Carlos Garcia______________ College: 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 SLO(s) were assessed for the course during the AY?
   SLO 1: Students will be able describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present.
   
   SLO 2: Students will be able to explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process.

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

The courses provide the framework for the students to develop a deeper understanding of the processes involved in the development of the US as a nation and its relationship to the world. In AAS 33A, the students are provided the opportunity to examine the impact of the arrival of European nations (England, France, and Spain) on the different Native American groups as well as the development of the different regions as a result of these interactions. Students were assessed several times during the semester. One assessment strategy involved questions on the exams that require them to demonstrate the similarities and differences between how different European nations viewed, treated, and interacted with different Native American groups. A second strategy involved an essay topic that involves a similar line of inquiry. Other topics include focus on slavery as an institution and how it became an integral part of our society. In addition, students are required to understand the reasons behind the American Revolution and the formation of the US through examining the ways in which the colonists develop a sense of identity and collective consciousness as well as the policies which were imposed by England and how these impacted the political, social and economic conditions in the colonies. Finally, the assessment includes ways to see if students can demonstrate their understanding of how and why the Civil War divided the nation and its impact on different groups of people.
In AAS 33B, the focus shifts on the political, social, and economic development of the US after Reconstruction to now. As a result, there are many topics that students can be assessed but the mechanisms remain the same. For example, we follow the same format of requiring two essays and so one of the essay topics requires the students to examine the impact of a major historical event (for example, the Great Depression, WW I, the Immigration Act of 1965, the Civil Rights movement, the Labor movement, the early and modern feminist movements, the anti-war movement, the environmental movement, and so forth) on different groups of people, including racial and ethnic minorities, women, rural versus urban, economic class, etc., and how they influenced the development of the US. The second essay generally requires the students to focus more on the impact of political decision as discussed in the next section. The students are also expected to learn and understand the impact of globalization in the US as the course shifts focus to contemporary issues. Some of these issues are assess through the second exams as well as the final exams.

The political science portion of the courses focuses on the foundation of our country. In AAS 33A, the students receive a information regarding the creation of the US through an in-depth examination of the Declaration of Independence, the Constitution and Bill of Rights and the formation of the US government. Specifically, the Presidency and Congress are examined in details so that students can understand the complexities and challenges of creating a new form of government.

In AAS 33B, students are introduced to the different ways in which political decisions are made and how these impacts individual lives. For example, the students learn how political decisions regarding the Reconstruction period influence race relations in the US since. The materials in the exams and papers also require students to analyze how individuals and groups have challenged the structure of our society to bring about social changes. Students are either tested in how social movements, including those for racial equality, economic justice, and feminism originated from people efforts to affect the decision-making process. One of the exercise involved students comparing one of the government branches (executive, judiciary, or legislative) at the state versus federal levels.

(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.)

One of the modifications that some faculty members are doing is to integrate more materials on Canvas so that there will be more ways to assess students learning outcomes.

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