General Education Annual Course Assessment Form

Course Number/Title Hist 170 GE Area US 1

Results reported for AY 2014-2015 # of sections: 2 in S15 # of instructors: 1 in S15

Instructor/Course Coordinator: Margo McBane/Patricia Evridge Hill E-mail: Patricia.Hill@sjsu.edu

Department Chair: Patricia Evridge Hill 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?

US 1 (SLO1)

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. 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. While considering these topics, students should be asked to analyze certain subtopics, including:

a) the continent’s earliest inhabitants, colonization, slavery, the American Revolution and the early Republic,
territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and

b) within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.

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

Methods used to assess US 1 in Hist 170 "US History Special Topics: Intersections of Race and Gender" Spring 2015 included weekly multiple choice or essay answer quizzes based on the required 3 book readings (A HISTORY OF GENDER IN AMERICA, MANLINESS AND CIVILIZATION, and A DIFFERENT MIRROR) as well as 6 additional chapter readings assigned for the class. There was an assignment to answer the 4-5 weekly discussion questions for the 2nd week of class, in order to assess which students have writing issues and need extra writing help from The Writing Center as well as from me. I require those students who receive a C- or lower on this 1st assignment to go to The Writing Center at least two times before handing in their 12-14 page Midterm Essay. After the 2nd week of class the students have weekly small group discussions, which are led by an assigned student based on 4-5 questions that I give the student the week before. These 4-5 questions are based on the weekly readings as well as on lecture topics and documentary clips shown in class. Each student must lead one discussion throughout the semester. The students write a 12-14 page Midterm Essay and Final Essay based on the class readings, lectures, discussion and in-class films. I offer extended office hours before each essay is due. The essay papers provided a more accurate assessment of students' critical thinking/analytic and writing skills. As GE upper
division non-history majors, several students experienced difficulty in reading comprehension, and writing, but those who were motivated improved with the help of my office hours and The Writing Center. Those students who receive a D+ or less on the Midterm Essay are offered a chance to rewrite the essay for up to a C+ grade after coming to office hours and going to The Writing Center. The last month of class, the students have a choice of going on a San Jose Japantown Walking Tour or a San Jose Mexican American Walking Tour. The students are given special readings about their heritage area as well as a list of specific sites to find in their heritage areas. They must take a picture of themselves at each site as well as write a paragraph on each site that contextualizes the special reading on that heritage area into the larger history of that ethnic/racial group nationally that students read about during the class. 91% of the students were able to compare and contrast the experiences of gender and racial/ethnic groups in the weekly quizzes, weekly discussion groups, 1st Discussion Questions and Answer assignment, Discussion Leader Assignment, the 2 Midterm and Final Essays, and the Racial/Ethnic Walking Tour assignment essay.

(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.)

Since I was successful in getting such a high percentage of the students to achieve the goals of the course last year, I am continuing the same assessment strategy this year. I have taught this class for over 10 years and have changed the assignments and assessment methods to yield a high student success rate. The course has been evaluated by several senior history faculty who have made recommendations that I incorporated and who commended other components that I have kept.

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? Yes.

(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, Cs, D1, R, S, V, & A) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing. NA