General Education Annual Course Assessment Form

Course Number/Title ____AMS 1A/1B Am Civ_________ GE Area _C1,C2,D2,D3, US‐1,2,3_____________

Results reported for AY _2013‐14______   # of sections __6__________  # of instructors _____6_______

Course Coordinator: ______Scot Guenter_____________  E‐mail: _scot.guenter@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 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?

Our targeted category this year was Letters: Area C2: Letters courses should give students the opportunity to: a. examine significant works of the human intellect and imagination; b. understand the historical and cultural contexts in which such specific texts were created; and c. recognize the accomplishments of and issues related to women and diverse cultures reflected in such texts.

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

One team collected its assessment data from analyzing an essay assignment called the Cultural Identity Paper, requiring students to familiarize themselves with options across a list of 47 works of American literature or memoir selected for their combined diversity and significant quality. The students had to select a single work by or about someone they considered a cultural Other, identify and distinguish that distinctiveness, then compare and contrast with their own life experience across three categories of family or community; others or strangers; natural or domestic environments. This also provided opportunity in class for them to discuss and learn about works across all the options selected with their peers.

Using a four tiered rubric of how the students fared in their responses to these combined C2 areas, the total came out to Beginning level – 20 students, Developing level – 29 students, Accomplished level – 23 students, Exemplary level – 22 students. In their summary critiques of how individual sections fared, one instructor noted a problem with students scoring lower on the scale doing insufficient cultural analysis (C2b above), not following the prompt sufficiently and writing too much of “a book review.” Another instructor noted that some of those who did better benefitted from an in class peer review session of a rough draft.

The other team used specially crafted student journal prompts to complete the exercise, spreading it across the two semesters with a component on women (The Scarlet Letter) in the fall and a component on diverse cultures (Harvest Gypsies) in the spring. Their data revealed these statistics, across two contributing sections: AMS 1A: Beginning level – 10 students, Developing level – 13 students, Accomplished level – 15 students, Exemplary level – 24 students; AMS 1B: Beginning level – 13 students, Developing level – 6 students,
Accomplished level – 20 students, Exemplary level – 18 students. There is a possibility that as this was an all-female team, their emphasis on the struggles of women made a stronger lasting impression in the minds of their students in helping them contextualize and articulate evaluations of this particular phenomenon in their journals, but in both cases well more than half scored at the accomplished level or above.

(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.)

These teams were all modified for the 2014-15 academic year with a third team being added to the program in Fall 2014. The review of the collected data did lead to renewed discussions on each team about calibrating collective responses to student work and ongoing discussion on and across teams as to how rubrics are selected and individually interpreted.

As GE package integrated course programs, such as AMS 1A-1B, have been given a new style form to fill out in the coming year, and a new revised GE schedule is thus expected by February 24, 2015, we will be switching over to that scheduling system in the coming year.

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?

All sections of the course still aligned 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.

Because of the intensive writing and regular journal feedback procedure instituted across all these AMS 1A/1B teams, BOGS recently approved this package to also cover credit for the third Area C skills requirement as long as students ensure coverage of the required total lower division GE credits as mandated by the university.