General Education Annual Course Assessment Form

Course Number/Title  __AMS 1A/1B American Civilization__  GE Area  _C1, C2, D2, D3, US 1, 2, & 3________

Results reported for AY  _2015-16_____  # of sections  _4 yearlong teams_  # of instructors  __12________

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Department Chair:  ___Shannon Rose Riley_____________  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 GELO(s) were assessed for the course during the AY?

- GELO 9b*: (D2) students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.
- GELO 10: (D3) students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels
- GELO 11 (US1): To fulfill the requirements for U.S. History, students should consider 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 trends, students should be asked to analyze certain themes

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

Each of the four teams devised their own assessment tools based on the different course materials being used. One team used a one page essay on Hopi/Spanish encounters for 9b, a cumulative essay on “What is an American?” for 10, and a capstone essay exercise on citizen heroes across American history for 11. A second team used a cultural identity paper assignment for 9b, an essay question on an exam about defining and applying hegemony in cultural analysis for 10, and online Canvas quizzes across the year based on the Foner history survey (volumes 1 and 2) for 11. A third team used a summative essay prompt integrating Mexican, Native American, and European American perceptions of and uses of the West for 9b, a series of in-seminar Quick Writes applying historical readings to social activism responses for 10, and a combination of Quick Writes for AMS 1A and formative essays for AMS 1B for 11. The fourth team designed a specific essay assignment in AMS 1B with a rather detailed prompt calling for appraisal and analysis of Morehshin Allahyari’s *Material Speculation: ISIS* artwork and related campus lecture, part of an H & A emphasis on confronting Islamophobia that semester; this covered two GELOs, 9 and 10. That team, using the same approach of Canvas quizzes on Foner throughout all AMS 1A and 1B as the second team, also used this to assess 11.
There is not space here to report the specific data retrieved and assessed across all these teams, nor to include full findings from all four detailed team reports, but each team turns in their reports to the Course Coordinator, who reads the responses and stores the data and the results. The faculty then share with each other their insights across teams about what seems to work well and what doesn’t. The shared Foner quiz approach for assessing GELO 11 is one such example of this fraternization and ongoing dialogue about effective pedagogy.

Briefly, here are some insights gleaned from each of the teams this go around: The first team noted doing assessment for GELOs too early in the yearlong sequence can lead to some students not demonstrating full command of the skill sets called for yet, and for GELO 10, while most of their students completed the assignment adequately and supplied sound analysis, those in the bottom two categories displayed one or more of the following: missing components, shallow analysis, thin evidence or weak illustrations, occasional incoherence, and vague or general statements. The second team had a very great majority of students doing adequately or better in all three areas, with the weakest comparative area, while still doing overall generally well, the online timed quizzes as a teaching tool. The third team reported that they replaced the Quick Writes of 1A with combination formative essay/summative essay writing exercises in 1B, and student success with more complex concepts increased. The fourth team found great success with Foner quizzes as a teaching device. It appears allowing the students three chances before the quiz answer locks leads to greater revision, review, and retention on their part.

(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.) This current academic year several of the teams are experimenting with sharing, or slightly modifying, a special paper assignment specifically designed by three of our faculty to both cover directly our GELOs for this year while connecting to current interest in the upcoming November elections. We will have to wait and see once this process is over how many teams used the assignment, how different teams modified it, how well the students responded, and what, collectively, we might all learn about being better or more effective teachers as a result of this information.

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? 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, 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. Part of the structure of AMS 1A/1B is to have extensive writing for seminar, such as weekly or daily journals, for instance, that are then evaluated and quickly returned for ongoing reinforcement of better writing across the curriculum. See syllabi for details—all well above minimum requirements.