General Education Annual Course Assessment Form

Course Number/Title:  Sociology 1: Introduction to Sociology   GE Area: D1

Results reported for AY 2016/2017 # of sections: 6 # of instructors: 3

Course Coordinator: ____Dr. Susan Murray____ E-mail: ____susan.murray@sjsu.edu________

Department Chair: ____Dr. Carlos Garcia________ College: ____Social Science________

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, 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 2:** Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

There were a total of 404 students enrolled in this course in the academic year that was assessed.

GELO 3 was measured by giving a sample of these students (100) an assignment where they were asked to consider the ways that their various social locations situated them on a binary of target verses non-target social identities related to race, gender, sexuality, age class, national origin, religion, and ability. Specifically, the students were required to identify their (target/ non-target) position relative to each category, and to write about and then discuss ways in which they accrued unearned “privileges” from those identities on the non-target side. To assist students in recognizing non-target identities (often hidden) several active learning exercises were given exploring able-bodied, adult, and white privilege.

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

A high percentage of students who completed the exercise (92% of the students in the sample) demonstrated mastery of the GELO. Fifty-four percent of the students demonstrated a mastery of “excellent” of the GELO, 30% percentage of the students demonstrated a mastery of “acceptable” of the GELO, and 16% of the students demonstrated a mastery of “poor” of the GELO.

(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.)

No modifications are planned at this time.
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 GE Learning Outcomes (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, all sections of the course are still aligned with the area Goals, (GELOs), Content, Support, and Assessment.

(5) If this is a course in a GE Area with a stated enrollment limit, please indicate how practice and revisions in writing will be addressed in larger sections, particularly how students are receiving feedback on the writing which accounts for the minimum word count in this GE category.

As a GE Area D1 course, this class has an enrollment limit of 40. However, larger sections of 120 students are regularly offered. We employ graduate student teaching assistants in this course to give additional one-on-one support to our students. In addition, the instructor of the large sections is given additional assigned time to meet student needs. While we understand the concern about class-size, this arrangement enables the students to receive more support from the instructor – not less. By teaching one 120 person lecture class, rather than three 40 person lecture classes, the instructor has 5 additional hours in the week to meet with and evaluate the work of those 120 students. The pedagogical style used in this course is the same regardless of class size. The students do in-class active learning exercises, small group discussions, film analysis, peer writing reviews, and all class discussions.

In the section with large enrollments, students are required to turn in a complete draft of their 1500 word paper approximately 11 weeks into the semester. All the papers of all the students are then read, given detailed written feedback, and graded by the instructor. These papers are returned to the students one week later. All of the students in the class then have the opportunity to rewrite their papers based on the written feedback each student received.