General Education Annual Course Assessment Form

Course Number/Title: History 10A
GE Area: D2

Results reported for AY 2014-2015

# of sections: 1 in S15
# of instructors: 1 in S15

Course Coordinator/Instructor: Robert Cirivilleri
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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?

SLO 1: Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

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

I assessed SLO 1 by means of embedded questions within three midterm exams and a final exam that focused on the principal events, developments, ideas, and politics in the major cultures of the west from the earliest civilizations to the Renaissance. These topics were discussed and analyzed by means of class discussions and lectures as well as readings from the text, *The Making of the West: Peoples and Cultures, Volume I*. In addition, I employed in-class quizzes based on assigned chapter readings, which I then used as a springboard for in-class discussions that traced the development of contemporary ideas, institutions and events back to their pre-modern origins. For instance, students explored and evaluated the origins of democracy and equality before the law as it developed in Archaic and Classical Greek (Athenian) culture and compared it to modern notions of democracy and equality. Students performed well on the narrowly focused quizzes (in the 80th percentile), a pattern that has continued from assessments of previous years. Concerning midterms and finals, I found that overall student scores have improved since I moved from a two-midterm format to a three-midterm format. Because midterms now cover a shorter time span and less material, students are able to retain and analyze information more effectively. In addition, the inclusion of more discussion sessions following lecture allowed students to give immediate feedback concerning topics covered during the lecture, and also helped me gauge their comprehension level of the material.

(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.)
I intend to continue to employ chapter quizzes and discussions as well as the three-midterm format. In addition, I plan to incorporate an additional short monograph containing primary source material focusing on various historical themes or events that the students will use as the basis for writing assignments. Within the context of those assignments, I will focus on subjects that give the students the ability to describe and analyze issues and topics related to SLO 1.

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, 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. NA