General Education Annual Course Assessment Form

Course Number/Title _____JS 25_________________ GE Area _______ D3______________________

Results reported for AY ___2015‐2016____ # of sections _____2_______ # of instructors ______1_______

Course Coordinator: ______Bryce Westlake_________ E‐mail: _____Bryce.Westlake@sjsu.edu________

Department Chair: ______James Lee_________________ College: ____CASA_________________________

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?
   GELO 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?
   Students were assessed through participation in class discussion, debate, group work, presentations, and examination. In presentations, students had to address the events and actors that informed their particular focus. During the exams, students were asked direct questions about the history of human rights, and with contextualizing the origins, development, and currency of human rights ‘as we know them’, and human rights movements, particularly in the USA.

   Across the two sections, we found that 92.5% of students were able to meet this 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.)
   The material and concepts in the field of human rights is challenging in that it requires engagement with the subject matter to fully make sense. As a result, there were different levels of engagement and participation from students, as some seemed ill-equipped to properly engage with the course material. I attempted to employ different techniques to inspire interest, such as encourage students to read and reflect on issues in a variety of ways, leading up to each assignment.

   Suggested modifications to the course have been to reduce the number of assignments and content.

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?

Yes, they are. The GE Coordinator reviews courses each year, including course content (through syllabus and text) and assignments, to ensure that they continue to meet GELOs.

(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.

N/A