General Education Annual Course Assessment Form

Course Number/Title _SOCI 80: Social Problems_ GE Area __________D3__________

Results reported for AY __2015-2016__ # of sections 6 (includes one double section of 109 students) # of instructors ____3____

Course Coordinator: ____Natalie Boero____ E-mail: _____natalie.boero@sjsu.edu____

Department Chair: _______Carlos Garcia________ 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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 15 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?

Learning Objective 2: Students will be able to 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.

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

As regards GELO 2, assessment using course activities, in-class discussions, term papers and in-class exams reveal that approximately 85% of students were able to “Students will be able to 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.” Particularly useful in achieving this success were discussions and assignments focused on the sociological imagination and lectures and discussion focused on the importance of the study of history in understanding contemporary social problems and how they impact individuals and groups. One professor based her assessment on performance of students writing a “sociological autobiography” helping students connect and see the intersections between the various elements of their own race, class, gender, and sexual identities. Students were the varying dynamics at work in their lives with issues related to larger social problems that may effect them ways that may advantage or disadvantage them and others like them depending on context. In his sense, students are learning to see themselves and others as individuals
in social context- individuals whose choices and very life chances are socially shaped yet not determined by the interactions of their various ethnicities, cultures, genders, sexualities, age, class, region, and nationalities.

In addition, instructors reported using video clips and news articles on current events as a way to get students to discuss issues around social change and social continuity. In particular instructors used current events surrounding issues of racism, state violence, sexual assault, immigration, and poverty to elicit discussion and synthesis of these as intersectional issues.

Lessons learned in conducting this assessment include the continued need to strive to integrate all aspects of the course so that students are able to continue to make connections between the course material and the social contexts in which they live.

(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.)

While no major modifications are planned for the upcoming year, instructors have discussed a stronger integration of current events and use of news media in the course as a way to have students make connections across topics and outside of the classroom.

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, 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.

Not applicable