General Education Annual Course Assessment Form

Course Number/Title: AAS 175

GE Area: S

Results reported for AY: Spring 2018
# of sections: 1
# of instructors: 1

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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 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 department chair (with input from course coordinator as appropriate):

(1) What GELO(s) were assessed for the course during the AY?

GELO 4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

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

A discussion reflection was assigned to students after all lectures and assigned readings. GELO 4 was assessed across two weeks of instruction. Themes and reading assignments are include below.

Week 2: Demographics & Theorizing Asian/Asian American Pacific Islanders (A/AAPI). Objective: Students learn to position Asian American racialization vis a vis whites and other minority populations across citizenship/immigration, labor/income, education, and identity.
- Ng, Pak & Hernandez (2016) “Beyond the Perpetual Foreigner and Model Minority Stereotypes: A Critical Examination of How Asian Americans Are Framed”

Week 13: Mixed Race Identities and Transnational Adoption. Objective: Students learn to challenge in one-dimensional notion of “Asian American” to consider the racial mixing, interracial/interethnic conflicts, and community interaction between people of difficult cultural, racial, and ethnic groups within the United States.
- Rivas (2017) “Being Mexican And Filipina Made Me Question My Identity”
- King (2002) “‘Eligible’ to be Japanese American: Multiraciality in Basketball Leagues and Beauty Pageants”

Successful journal entries were expected to include the following: 1) General summary of the week’s discussion topics; 2) Detailed engagement with one particular topic; 3) Use of textual evidence to ground your commentary; 4) Connections drawn between this week’s topics and the previous week’s topics; 5) Discussion of what you found interesting/important about the week’s topics in relation to current events or contemporary issues, especially in relation to people from different cultural, racial, and ethnic groups within the U.S.
Rubric Evaluation

- 5: The answers respond to all questions for the topic. The answers are outstanding in clarity, style, and organization, and substantiate points thoroughly with examples from the readings and in-class discussions. The depth and accuracy of the information covered are comprehensive. (95%-100%)
- 4: The questions are covered in reasonable depth and the information presented is accurate, citing examples from the readings and in-class discussions. The response is well organized with few grammatical errors. (85%-94.9%)
- 3: The answers are cursory and lack detail and substantiation of points. Concepts such as cross-ethnic and cross-racial relations are not well developed and explained. The answers lack cohesiveness and focus. (75%-84.9%)
- 2: The answers are not clearly written or logically organized, the train of thought is difficult to follow, and the depth of coverage of the questions is not adequate or incomplete. (65%-74.9%)
- 1: The answers are inaccurate and off topic. (64.9% and below)

Data

- Week 2 (23 student entries, 1 omission): Level 5 = 43%; Level 4 = 48%; Level 3 = 9%
- Week 13 (23 student entries, 1 omission): Level 5 = 70%; Level 4 = 17%; Level 3 = 13%

Level 5 = thorough command of GELO 4. Level 4 = above average command of GELO 4. Level 3 = limited understanding of GELO 4. The assessment showed that the progression of lesson plans from the beginning of the semester on Asian American racialization and social movements to the end of the semester on resistance and mixed-race identities was effective in teaching students to articulate verbally (in discussion) and in writing (journal responses and final creative narrative project), the ways in which Asian American experiences are co-constitutive of different cultural, racial, and ethnic groups within the United States.

(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.

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?

All sections of the course are aligned with GELOs, Content, Support, and Assessment.

(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.