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?

   Near the end of the review cycle, this year had been set aside to make sure we were still effectively covering the subject of “diversity” in this course, so crucial to our department’s goals and its vision for GE course content.

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

   Both instructors are long time veterans in the department and have shared in the commitment to help students develop a deeper understanding of and appreciation for diversity. Syllabus review easily demonstrates this, and one instructor wrote a brief syllabus rationale for diversity as part of his report. He also reviewed varying student responses to three different essay question opportunities centered around diversity, one from Fall 2013 and two from Spring 2014. For the Fall 2013 final essay question option, both asked students to look at diverse effects of gender, family, and institutional affiliation on the poor, and 3 students reached the Exemplary level, 20 the Accomplished level, 8 the Developing level, and none were at the Emergent level.

   The other instructor noted that an exercise on charting racial inequality had limited success at the midpoint of the semester, and responded to that in class to better prepare students for the comprehensive final. He wrote “The four short essays on the final exam asked students to take what they knew about the experience of various kinds of groups in the United States (race, class, sexual, ability) and, comparing with both the dominant culture of the U.S. and with the mythology of the American Dream as it has developed from the Puritans to the present, to evaluate different aspects of the American Dream. The following chart traces how students fared on this diversity-focused final:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage [excluding incompletes]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery of Skill &amp; Content (A)</td>
<td>32%</td>
</tr>
<tr>
<td>Advanced work, with room for improvement in skill or mastery (B)</td>
<td>32%</td>
</tr>
<tr>
<td>Acceptable/Sufficient to move on with course work; would require more significant work to achieve mastery (C)</td>
<td>19%</td>
</tr>
<tr>
<td>Developmental/Unacceptable (D &amp; F) [incompletes]</td>
<td>16% [3 incompletes]</td>
</tr>
</tbody>
</table>

(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 area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), 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 SLOs for writing.