General Education Annual Course Assessment Form

Course Number/Title  AMS/HUM 169 THE AMERICAN DREAM  GE Area  S

Results reported for AY  2015-16  # of sections  4  # of instructors  2

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Department Chair:  Shannon Rose Riley  College:  H & A

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

GELO 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

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

Assessment materials were drawn from both the fall and the spring semesters, and were supplied by a new faculty member teaching the course for the first time. She devised a 5 tiered rubric to use for her assessment, with this structure:

5: Mastery of understanding of the processes producing diversity, equality, and structured inequalities in the U.S.

4: Adequate understanding of the processes producing diversity, equality, and structured inequalities in the U.S.

3: Less than adequate understanding of the processes producing diversity, equality, and structured inequalities in the U.S.

2: Poor understanding of the processes producing diversity, equality, and structured inequalities in the U.S.

1: Failed to complete the task.

In Fall 2015, Students answered a short essay question on their final exam in which they referenced the readings, lecture materials, and guest lecture to describe the historical process that produced
educational inequality for Native Americans. Out of the 25 students who completed the task, 14 scored a 5, 8 scored a 4, 2 scored a 3, 1 scored a 2, 0 scored a 1.

In Spring 2016, to assess for the same GELO, students answered a short in-class essay question in which they referenced the readings and lecture materials to describe the historical processes that produced educational inequality in the United States. Out of the 24 students who completed this task, 16 scored a 5, 6 scored a 4, 2 scored a 3, 0 scored a 2, and 0 scored a 1.

Students seem to be achieving sufficient understanding of this GELO based on the data, which comes as no surprise, as the focus of the scholarly discipline of American Studies and the design of the course are both dedicated to advancing the interdisciplinary awareness of this particular 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.)

One step to consider taking in the next year is to get teaching faculty to develop and share a rubric across sections for all the Area S GELOs in AMS 169 as they already have done for the Area V GELOs in AMS 159. A five tier rubric may be too complex for our particular needs, but that is something for the faculty to discuss and decide together.

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?

Yes, the syllabi have been consulted by the Course Coordinator, and they are all aligned.

(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