General Education Annual Course Assessment Form

Course Number/Title __AMS 169 The American Dream__ GE Area __S_______________________________

Results reported for AY __2016-2017____ # of sections __2________ # of instructors __2________

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Department Chair: ___Shannon Rose Riley___________ College: ___Humanities and Arts____________

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?  
Areas S, GELO 3:

Describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

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

The assessment data for 2016-2017 was collected from two instructors, both of whom have taught this course for many years.

The first instructor noted that this particular GELO is addressed through several assignments through the semester. For assessment data, he focused on a final exam question, which all students were required to answer. The exam question read as follows:

Do an essay on *The Absolutely True Diary of a Part-Time Indian*. Use the categories and other ideas from this course (such as literacy and community) to explain the basic ideas of the book that are at play. That is, concentrate on psychological issues and bring in other categories such as visibility, economics, (dealing with both ethnicity and the practical affairs of money), etc. Or begin with economics and tie-in the other issues; e.g.: visibility, psychology, community. Or begin with ethnic issues as they are mixed with community and then bring in the other issues. In other words, do an essay on the book but use the categories to focus the main points you want to make. **And always use examples** from the book! 30 points Always use examples and the categories!!

Note: *the categories as I refer to them here are: economics, politics, social issues (gender, race), psychological (e.g.issues of psychological harm such as being a slave or a victim of persecution), religious, aesthetic and ethical.*
Of the 18 students who took the exam, 5 scored in the B+ to A range; 10 scored in the B to B-range, and 3 were in the C range.

The second instructor created a specific research assignment, Solidarity Report, around the GELO that required each student in the course to address one of the categories listed in the GELO. The research assignment consisted of both a written and an oral component. For the purpose of the assessment, the instructor analyzed the description section of the written report for demonstration of the GELO.

The instructor noted that using this assignment for assessing GELO 3 is helpful as it lends itself to the possibility of a written or verbal assessment. He noted, “this assignment could be used to check for differing skills (written vs. verbal) for the same SLO in each student at a later date, perhaps.” The instructor shared these assessment options as possible considerations for the next time this SLO is evaluated.

40 students were evaluated on a range of Exemplary (6); Accomplished (26); Developing (4); and Emergent (4)

When examining the data across both courses, the following trends can be observed:

Out of 58 students,
- 11 scored in the B+ to A/Exemplary range
- 36 scored in the B to B-/Accomplished range
- 7 scored in the C/Developing range
- 4 scored in the Emergent range

Thus, 81% of the total assessed students scored demonstrated a solid understanding of GELO 3.

(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 to the course or its assessment activities 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 (GELOs), 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. NA