General Education Annual Course Assessment Form

Course Number/Title ANTH140 Human Sexuality  SJSU GE Area: S
Results reported for AY 2016-2017  # of sections __11__  # of instructors _4_
Course Coordinator: Elizabeth Weiss  E-mail: Elizabeth.Weiss@sjjsu.edu
Department Chair: Roberto Gonzalez  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 October 1 of the following academic year.

Part 1
To be completed by the course coordinator:

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

   Area S SLO #4: Recognize and appreciate constructive interactions between people from
different cultural, racial, and ethnic groups within the US.

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

In the anthropology course, a documentary followed by discussion and written student
responses were used to assess the learning objective. The documentary was United In
Anger: A History of ACT-UP, which covers the group ACT-UP (AIDS Coalition to Unleash
Power) and its response to government and bureaucratic obstacles in the early years of the
AIDS crisis in the US. ACT-UP was significant to interactions across cultural and race lines by
building coalitions with communities of color that were least likely to receive services; ACT-
UP was also key in opening up general conversations about the way that race and class
privilege operated in medical bureaucracies and the classification of a syndrome like AIDS.
Students were asked to explore how ACT-UP created bonds across groups that had been
forgotten or marginalized. And asked them to draw on aspects of the films that
demonstrated how different groups -- straight people and the LGBT community, Asian
Americans and the working class, or middle-class gay men and poor injection drug users --
created a sense of common purpose to confront discrimination. Students were also asked
to write a media response paper in which they formalized an argument about the film and
supported it through additional readings. Students responded very well to the
documentary -- particularly after making ample time for in-class discussion.

Human Sexuality is also taught in the biology department; assessment of the biology section
is included in this report. The biology instructor had the students review an article, “Why
can’t a man be more like a woman”, comparing 17,000 respondents from 55 countries, including the USA which compared responses on the Big 5 Personality Index. Then, he placed a question analyzing that article on the second midterm. Sixty percent of the students responded correctly to the question.

(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.

In the anthropology sections, the instructors stated that the assignment was more effective than anticipated, but came to the conclusion that a more substantial assignment around the film and this topic would increase obtaining the learning objective.

For the biology section, the instructor thought that since only 60% of students answered the exam question that addressed the article above correctly that he may have to attach a few points to the article assigned to insure students take the assigned article more seriously. He is also contemplating adding a psychology guest speaker to address this GELO and increase the students’ comprehension of the article.

Thus, for both anthropology and biology sections, more substantive assignments are planned for next year.

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?

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.

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Out of 11 sections of ANTH 140 offered during AY 16-17, only 1 had enrollments exceeding the recommended maximum enrollment by more than 10% (it exceeded maximum enrollment by 12.5%). The anthropology department addressed practice and revisions in writing with this large section of ANTH 140 in the following ways: (1) by relying upon a mutually supportive teaching team that includes a stable group of experienced instructors; (2) by coordinating construction of assignments that facilitate efficient assessment of student work, including assessment of student writing; and (3) by developing increasingly streamlined procedures for providing feedback to students in a timely fashion. Finally, the department chair will be limiting enrollment caps to 10% of the recommended maximum enrollment during AY 17-18 in order to ensure that students receive...