General Education Annual Course Assessment Form

Course Number/Title  ChAD 102/Dev Self Cult Div Soc  GE Area _____ SJSU Studies Area S ________

Results reported for AY 2016-2017  # of sections _____1_______  # of instructors _____1________

Course Coordinator:  John Jabagchourian  E-mail:  john.jabagchourian@sjtu.edu

Department Chair:  Toni Campbell  College:  ___Education_____________________

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@sjtu.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?
SJSU Studies 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?

GELO 4 was assessed with the second exam in which students were asked write essays to three prompts using the course readings and additional research to support their responses. The prompts asked students to 1, describe important features of interpersonal communication and linguistic inequality as well as how linguistic breakdowns occur and how to avoid them; 2, how relationships form and how people can maintain positive relationships; 3, explaining increases in the rate of or challenges to inter‐cultural marriages.

Results from this assessment were that 20 of 29 students (69%) received an A or B grade on the exam, 5 of 29 (17%) received a C grade, and 4 of 29 (14%) received a D or F.

Most students mastered or were proficient in this objective having particular strengths in identifying positive inter-cultural interactions and explaining how personal identity and communication techniques influence these interactions. Students who struggled with this exam had difficulty with identifying sources to support their response or addressed only some factors and were not able to pull together ideas from multiple sources. From this data, we have identified readings that students rarely integrated and developed discussion questions to further emphasize their importance or replaced them with newer sources should be easier to comprehend.

(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 upcoming year, we will continue to review the readings and update those that are dated.
Particularly readings that address more recent social movements that address inequalities in society, socialization agents and current policy that create inequality or promote equality, and recent research addressing multicultural societies. With these additions in the readings, we will make minor changes to the assessment prompts.

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 this course are aligned with area Goals, Student Learning Objectives, Content, Support, and Assessment. The course coordinator collects and reviews faculty syllabi (as well as assessment reports) for each section of the course every semester.

(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.

No section of this course is offered in large-enrollment format.