General Education Annual Course Assessment Form

Course Number/Title  E169: Ethnicity in American Literature             GE Area  S

Results reported for AY 2013/4       # of sections 2       # of instructors 1

Course Coordinator: ___BALANCE CHOW___________  E-mail: _balance.chow@sjsu.edu___________

Department Chair: ___Shannon Miller ______________  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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 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?

Two SLOs were assessed to make up for the fact that the course was not offered during the prior academic year:

SLO 2 (assessment originally scheduled for AY 2012)-- Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
SLO 3 (AY 2013): Students will be able to 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?

Specific Assignments: All class activities (reading, lectures, discussions, presentations, writing, research, and exams) in the course address these and other SLOs as described in the greensheet. Part of the course grade was based on a specific essay-type question designed to demonstrate the student’s ability to describe and explain, with the help of one or more major texts studied in the class, the historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S., and to explore and explicate the social actions which have led to greater equality and social justice in the U.S.

For example, in E169 (F2013), the essay question was as follows:

Develop an essay based on the following prompt and organize your discussions under TWO main categories:
[1] Processes Leading to Inequalities: In about 600 words, with the help of appropriate passages selected from TWO of the books, FOX GIRL, GUARDIANS, and RELUCTANT FUNDAMENTALIST, describe what kind of social inequalities are being exemplified in these texts, and explain the processes that bring about these social inequalities.

[2] Actions Leading to Social Justice: In about 600 words, with the help of appropriate passages selected from the TWO books you have identified for discussion in [1] above, describe the personal and/or social actions taken by some of the main characters in order to bring about social justice and correct the problems of inequalities.

Exactly what students had to demonstrate on assignment to show achievement of the SLO: Students had to write an in-class essay of about 1,200 words to demonstrate their knowledge and understanding of the historical, social, economic, political, and/or cultural processes that bring about diversity, equality, and social inequality; they also had to identify or explore the social actions that were taken or could be taken—as suggested in the literary texts studied—to bring about equality and social justice. Their discussions were to be argued vigorously and supported with evidence derived from the readings, class discussions, research, and other activities.

How assignment was scored (rubric? Breakdown of grade assigned to show how this particular slo was targeted: A five-tier scale ranging from A to F was used to assess the students’ achievement of the SLO.

A (51-60 points) = Excellent; B (41-50 points) = Very Good; C (31-40 points) = Good
D (21-30 points) = Pass/Poor; F (1 -20 points) = Unsatisfactory / Fail

Quantitative data/analysis: grades/percentages/scale of high-low

The result for E169 (Fall 2013) was as follows:

51-60 points (A: Excellent) -- 13 students
41-50 points (B: Very Good) -- 9 students
31-40 points (C: Good) -- 11 students
21-30 points (D: Pass / Poor) -- 1 students
1 -20 points (F: Unsatisfactory / Fail) -- 0 students

The result for E169 (Spring 2014) was as follows:

51-60 points (A: Excellent) -- 5 students
41-50 points (B: Very Good) -- 10 students
31-40 points (C: Good) -- 8 students
21-30 points (D: Pass / Poor) -- 4 students
1 -20 points (F: Unsatisfactory / Fail) -- 0 students

Qualitative analysis:

The results from the two classes show that very few students were unable to achieve the SLOs assessed. The overwhelming majority of students were able to analyze the reading materials intelligently and to articulate their ideas about diversity and inequality in the context of larger social, historical, political, and economic factors; focusing on the different texts they found interest in, they
were also able to argue vigorously the kind of individual and / or social actions taken by the heroes of the stories in order to bring about positive social change and social justice.

(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 changes anticipated.

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, though it will be ideal to improve students’ ability to achieve the SLO in higher numbers.