General Education Annual Course Assessment Form

Course Number/Title _____JS 132__________________ GE Area _________S__________________

Results reported for AY ___2015-2016____ # of sections _____6_______ # of instructors ____3_______

Course Coordinator: _______Bryce Westlake__________ E-mail: ____Bryce.Westlake@sjsu.edu________

Department Chair: _______James Lee_________________ College: ____CASA_________________________

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 SLO(s) were assessed for the course during the AY?
GELO 1: Students will be able to describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
Students were assessed through a combination of class discussion, critical thinking assignments (homework and in-class), and quizzes. It was learned that the structure of the course makes it effective in an online setting. In addition, many students may require some time to understand what they are experiencing, before they can engage in critical thinking exercises. In addition, some students are not comfortable discussing issues in their religion and/or ethnic community, which hampers the ability to grasp GELO 1.

Across the six sections, we found that 77.5% of students were able to meet this 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.)
Because of the difficulties in critical thinking, it has been suggested that students summarize the main points from the weekly readings. In addition, a class assignment where students visit a center where victims are assisted would be beneficial.

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, they are.
(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 SLOs for writing.

Each section was within enrollment limits.