General Education Annual Course Assessment Form

Course Number/Title _______________ JS132 _______ GE Area __________ S ________________

Results reported for AY ______________ # of sections ______ 3 ______ # of instructors ______ 3 ______

Course Coordinator: ___ Wilson Yuan _______________ E-mail: wilson.yuan@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 GELO(s) were assessed for the course during the AY?

GELO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

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

GELO 2 was assessed through two reflections, one quiz and two questions on the final exam.

Across the six sections, we found that 88% of students met 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.)

Time permitting, the instructor will incorporate group work. The online format makes it easy for students to fall behind. Additionally, there is a lot of material that may overwhelm students’ ability to master the material to the desired degree. Students are typically reluctant to get help or ask questions even in the traditional classroom; the online format exacerbates this. Synchronous review sessions are also poorly attended.

Instructors may need to increase the number of self-assessment activities, such as practice quizzes.

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? 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 GELOs for writing.

The sections are capped at the recommended number of students. The instructors are veterans of teaching in Area S and report no problems giving intensive feedback.