General Education Annual Course Assessment Form

Course Number/Title: ANTH/GEO/HIST/SOCS 138  
GE Area: Area S

Results reported for AY 2017-2018  
# of sections: 2  
# of instructors: 1

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Department Chair: Carlos Garcia  
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 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?

Students worked through primary source material to prepare and participate in a role-play simulation around the question How did “How did one’s identity, such as gender, race, and class, influence the values and interests of the British colonists, enslaved and free blacks, women, and natives, as they moved towards revolution?” Students examined the war from multiple perspectives to consider how gender, race, and class impacted the experiences of individuals in the past. Students constructed a written response to the question at the completion of the simulation.

The results of the written response were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectation</td>
<td>17</td>
<td>43%</td>
</tr>
<tr>
<td>Meets Expectation</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>Partially Meets Expectation</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>Fails to Meet Expectation</td>
<td>8</td>
<td>20%</td>
</tr>
</tbody>
</table>

The lessons learned from this assessment were that:

- Students gained an overall good understanding of how gender, race, and class influenced the values and interests of individuals in the American Revolution.
- The assessment results suggest that students could use more time to process and synthesize the evidence they examined in order to gain a deeper understanding of the issues.
(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.)

- This activity will be revised to allow more time for students to analyze the documents, synthesize their knowledge on the topics.
- Students will be prompted to consider how gender, race and class intersected in the lives of historical individuals in the past.

*Please note this course is cross-listed as Anth/Geog/Hist/Socs 138 with Social Sciences as the home department.

**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 the course are still aligned with the area Goals, Student Learning Objectives (SLOs/GELOs), Content, Support, and Assessment. No further actions are planned at this time.

(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.