General Education Annual Course Assessment Form

Course Number/Title  AMS/ENVS/HUM 159 NATURE & WORLD CULTURES        GE Area  V

Results reported for AY  2015-16 # of sections  4  # of instructors  1

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Department Chair:  Shannon Rose Riley  College:  H & A

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 shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

In the current version of this course, students are exposed to over 70 cultural groups. The groups include cultures within and outside the U.S., but also the sovereign nations of tribes and tribal communities residing inside U.S. boundaries. Because of this unique situation, the historical context of Native cultures and how their relationships with specific aspects of nature have changed over the centuries is studied as a phenomenon both outside of, and a direct influence upon, American culture.

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

Students work on a ten stage group project that involves tracing historically, over time, tribal attitudes toward and uses of specific aspects of nature across four centuries, working backwards as they start with a specific contemporary situation – for example: how a tribe is restoring Native lands, Native traditions, Native language, or culturally significant native species after centuries of interaction with the dominant U.S. culture. There were two sections each semester, one online and one on campus, for a total of four sections. All of the sections were assessed, using the approved rubric for AMS 159 that has been shared and used by all teaching faculty for about five years.

The results for 2015-2016 across the three-tiered rubric are delineated in the following chart.

<table>
<thead>
<tr>
<th></th>
<th>FALL 2015 – Section 01 (online)</th>
<th>FALL 2015 – Section 02 (on campus)</th>
<th>SPRING 2016 – Section 01 (online)</th>
<th>SPRING 2016 – Section 02 (on campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3. to 4.0; Above</td>
<td>Student has mastered how a given culture is connected to its time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Table data for specific grades not provided in this text]
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>19</th>
<th>23</th>
<th>16</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>period and social context; relates effectively how cultures influence and shape each other through interactions; understands the ways that the United States is connected to other cultures and how it changes and adapts through those connections.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.8 to 3.2; Average C to B</td>
<td>Student understands that a culture's beliefs and practices are rooted in a specific time and place, but may not be able to clearly describe how they change over time; understands that cultures influence each other, but may not be able to clearly describe how that influence occurs and to what effect; understands they ways that the United States is connected to other cultures but may not be able to clearly explain how and why the U.S. adopts or changes under the influence of other cultures.</td>
<td>3</td>
<td>0</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>0 to 1.7; Below Average</td>
<td>Student maintain the naïve belief that cultures are fixed and unchanging; fail to understand how cultures affect each other and how and why they change under each other's influence; fails to recognize the influence of other cultures on the culture(s) of the U.S.</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

The results suggest what some evaluation studies have indicated about online teaching -- although generally our students are doing well across all sections, they are doing very well in the on campus sections. The below average students, who often get more effective direct intervention with one on one human contact, disappear from our findings when only the on campus sections are evaluated, and generally, student performance is overall slightly higher in the on campus environment.

(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 modifications are planned for the coming year.

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? Yes, all aligned.

(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. Not applicable.