General Education Annual Course Assessment Form

Course Number/Title: Geog 112  GE Area: SJSU Studies V
Results reported for AY 2017-2018  # of sections: 10  # of instructors: 2
Course Coordinator: Lynne Trulio  E-mail: lynne.trulio@sjsu.edu
Department Chair: Lynne Trulio  College: Social Sciences

Instructions: 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.

Part 1 To be completed by the course coordinator:
(1) What GELO(s) were assessed for the course during the AY?

   GELO 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

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

   We assessed 255 students using: a) a culminating review article assignment that requires students to write a concise, well researched paper (in an academic journal format) which highlights recent findings and links any two textbook chapters covered during the course. Review article papers frequently include: “state capitalism + free speech” or “Islamic sectarianism + unrest in the Arab world”, or b) a paper addressing the economics, politics, technology, culture and values of North Korea in the context of its nuclear program.

   Of these students approximately 85% received an A or B, 5% earned a C, and 10% received a D or F. Overall, as demonstrated by the grades, students performed very well on this assignment. One instructor found that most students met expectations because content is contemporary and relevant to American culture, but also because the multimedia and text selections were openly available to students while writing. Students who did not receive higher grades often provided thought-provoking ideas, but the content was poorly organized or inarticulate. The other instructor had students work in groups and collaborate, which seemed to be effective. Students not doing well did not participate in the assignment.

(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.)

   We found these assignments to be a good tool to assess this GELO and most students demonstrated proficiency. No changes are recommended at this time.

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 sections are aligned with area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment.

(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.

   We cap our Area V classes at 40, the student enrollment limit set by the 2014 GE Guidelines.