General Education Annual Course Assessment Form

Course Number/Title __ AMS 1A/1B American Civilization GE Area _C1, C2, D2, D3, USA 1, 2, 3 __

Results reported for AY __2014-15____ # of sections (seminars) 12 # of instructors ___12________

Course Coordinator: __Guenter__________________ E-mail: _scot.guenter@sjsu.edu______________

Department Chair: __Shannon Rose Riley ________________ College: ___Humanities & Arts__________

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 7 (all D): place contemporary developments in cultural, historical, environmental, and spatial contexts

•GELO 8 (all D): identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them

•GELO 9 (all D): evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues

(Nota Bene: The team that teaches in the off cycle, AMS 1A in the Spring when the other three teams are finishing AMS 1B, just collected data on GELO 8. They will collect data on GELOs 7 and 9 next fall in their AMS 1B and we will try to realign them in the cycle with the other teams for the next year’s report.)

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

One team created a special essay assignment that specifically spoke to these three GELO points in analyzing how the play Zoot Suit responded to actual paradigm dramas in the Chicano experience at the time of WW II and now. Their results for the three GELOs: 7) Exemplary -28, Accomplished – 22, Developed – 14, Beginning – 3. 8) Exemplary -21, Accomplished – 33, Developed – 9, Beginning – 3 9) Exemplary – 18, Accomplished – 30, Developed – 16, Beginning – 2.

The third team used an exam question on the Fourteenth Amendment to assess GELO 7, a cultural identity paper to assess GELO 8, and a research paper to assess GELO 9. They used a three-level scale of Weak/Competent/Strong, and the team leader’s section reported the following data:


It was noted that in teaching the Fourteenth Amendment, students need more help in making sure they understand the “all persons” it affects (such as Chinese immigrants—or current Mexican ones!) The team covering Zoot Suit felt the students better needed to integrate the research aspect of the assignment—some tried to do that superficially and fell back on more personal reaction to the drama. Accordingly, the integrated research component will be emphasized and foregrounded even more in such assignments in the future. In their assessment of GELO 9, the third team noted: “Students did generally well comparing two different points of view, although... some tend to write in generalities and/or do not attend to prompt directions, leaving us to wonder if underdeveloped writing and reading comprehension skills account for these lapses.

(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.)

According to our GE Assessment schedule, we are slated to cover one SLO specific to D2, one SLO specific to D3, and US1 History for next year. All of the team combinations were new last year, so this coming year will give teams together again a chance to refine any particular aspects of their own lesson plan that they found needed sharpening from last time.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(3) 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 in alignment and no actions are planned.

(4) 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.

Time based presentations, e.g. oral presentations and practice and revision in writing are evaluated within the seminar sections.