General Education Annual Course Assessment Form

Course Number/Title GEOG 10 Cultural Geography  GE Area  D1

Results reported for AY 2014-15  # of sections 3  # of instructors 3

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Department Chair: Kathryn Davis  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 SLO(s) were assessed for the course during the AY?
   1: Identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.

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

One section was online and the instructor used a discussion posting assignment to assess this GELO. Students posted a minimum of 5 sentences on what push and pull factors affect migration. A very high percentage of students demonstrated competency on this objective.

The other 2 sections were face-to-face. One instructor used short answer exam questions on possible future scenarios for population measurement and change driven by global climate change. The other instructor used quiz questions on migration, language, religion, and identity/culture.

(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.)

One instructor in the face-to-face section plans to provide more background on the complex impacts of climate change on society and where people live. He hopes this will encourage students to think about deeper issues like the cost of food production and transportation. The other instructor plans to introduce a personal narrative migration paper. This assignment will place the students’ family migration stories with understanding some of the push-pull factors that have formed the basis of past and current migration research. International students will write their personal migration story using the contemporary concept of transnationalism.

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 (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections of this course are 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 SLOs for writing.

The course is within the stated enrollment limits.