**General Education Annual Course Assessment Form**

Course Number/Title  _______ History 15A _______  GE Area _______ D2, D3 _______________________

Results reported for AY  _______ 2010-2011 _______  # of sections _______ 4 _______  # of instructors _______ 1 _______

Course Coordinator: _______ Glen Gendzel _______  E-mail: __________  Glen.Gendzel@sjsu.edu _______

Department Chair: _______ Patricia Evridge Hill _______  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**, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 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?

   SLO2: Students will be able to 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.

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

Methods used for assessing SLO 2 over the past two semesters included multiple-choice questions, and written identification essays embedded in two midterm exams and one final exam. In addition, students engaged in in-class discussions of issues and primary source documents found in the main text *The Unfinished Nation, Vol 1*. I found that over the course of the two semesters, students demonstrated their best proficiency in answering questions covering ethnic, cultural, gender/sexual, age-based, class, regional, and national topics averaging scores on testing in the 80 percent range. They showed slightly less proficiency regarding transnational and global identities questions due to the course’s focus on early American History before the United States emerged as a global power. Still, students did do well on questions of global immigration patterns into the United States and its impact on American society during this period. In the areas where students showed the highest proficiency, the level of success was due to the comparative nature of the questions and essays used, which highlighted the similarities, differences and linkages and interactions between the various ethnic and cultural heritages of Americans during this period, and how such factors influenced the evolution of American institutions and social practices. In addition, these areas were focused on in the in-class discussions. Student less successful responses to questions in areas of transnational and global identities questions may be due to the fact that these areas were covered more prominently in the reading assignments for the class, and less in lecture, although they were explored in the in-class discussions.
General Education Annual Course Assessment Form

Course Number/Title _______ History 15B _______ GE Area _______ D2, D3 ____________________________

Results reported for AY _______ 2010-2011 _______ # of sections _______ 4 _______ # of instructors _______ 1

Course Coordinator: _______ Glen Gendzel _______ E-mail: _______ Glen.Gendzel@sjsu.edu____________

Department Chair: _______ Patricia Evridge Hill _______ 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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 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?

SLO2: Students will be able to 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.

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

Methods used for assessing SLO 2 over the past two semesters included multiple-choice questions, and written identification essays embedded in two midterm exams and one final exam. In addition, students engaged in in-class discussions of issues and primary source documents found in the main text America’s History, Vol 2. I found that over the course of the two semesters, students demonstrated a high level of proficiency in answering questions covering ethnic, cultural, gender/sexual, age-based, national, transnational and global identities topics, registering in the mid 80 percent range. They showed slightly less proficiency on questions covering class and regional questions. In the areas where students showed the highest proficiency, the level of success was due to the comparative nature of the questions and essays used, which highlighted the similarities, differences and linkages and interactions between the various ethnic and cultural heritages of Americans during this period, as well as America’s emergence on the world stage and its impact on global identities, and how such factors influenced the evolution of American institutions, ideas and self perceptions. In addition, students responded very well to the use of in-class discussions as a means of exploring SLO 2 themes. These discussions emphasized comparative analyses of the various dynamics, and helped me assess the level of student comprehension and appreciation of key similarities, differences, linkages and interactions. The dynamics of class and regional identities was not highlighted as extensively in the second semester of United States history, as the focus shifted from these areas to a more intensive examination of national and global issues, interactions and linkages, both in the text and the lectures.
(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.)

In general, I intend to continue following the multiple assessment model using exams consisting of multiple-choice questions and written identifications and also engaging in in-class discussion exercises to assess the levels of student development and comprehension. Students have responded well to the in-class exercises, and so I plan to use that as a vehicle for expanding student knowledge in the areas of class and regional identities, where students have experienced greater difficulty in identifying similarities, differences, linkages and interactions. The in class discussions will allow me to assess student comprehension of topics, highlight areas which demonstrate a lower level of student proficiency—in this case, class and regional identities—and modify lectures accordingly. I also intend to use primary source material found in the main text for in class discussions so that the students can make more in-depth and comparative analysis of both cultural, gender/sexual and age-based issues, as well as class and regional identities, based on the actual words, ideas and aspirations of key historical figures in American history.

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?

Yes. PEH 9/1/11
(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.)

In general, I intend to continue following the multiple assessment model using exams consisting of multiple-choice questions and written identifications and also engaging in in-class discussion exercises to assess the levels of student development and comprehension. Students have responded well to the in-class exercises, and so I plan to use that as a vehicle for expanding student knowledge of transnational and global identities, and for clarifying the similarities, differences, linkages and interactions between them. I also intend to use primary source material found in the main text for in class discussions so that the students can make comparative analysis of cultural, gender/sexual and age-based issues based on the actual words, ideas and aspirations of historical figures in American history. I will monitor multiple choice and identification exam responses on these areas of weakness and adjust my lectures accordingly.

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?

Yes. PEH 9/1/11