General Education Annual Course Assessment Form

Course Number/Title: AMS 169     The American Dream     GE Area: S

Results reported for AY 2014-15     # of sections 2     # of instructors 1

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?

Area S GELO 1

Describe how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identity are shaped by cultural and societal influences in contexts of equality and inequality.

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

The instructor, who has taught the course for many years, wrote “Practically the entire course deals with these issues over poverty, class, race, age and gender. I have selected the following (as I have in the past). Other answers could be variable since I give the students options to choose from lists of acceptable topics for the final examination and papers; all of them meet the above criteria.

The selected question from the second midterm is: Explain the nature of Brutal Intimacy, as I have called, it in the Douglass narrative. Use example, categories and textual support. Use related themes as they are relevant such as Christianity, literacy, etc.”

His evaluation of student responses in achieving the SLO are based on a five tier hierarchy: Beginning, Developed, Competent, Accomplished, Exemplary. For the 33 students in Fall 14: Beginning – 3, Developed – 5, Competent – 2, Accomplished – 9, Exemplary - 14. For the 35 students in Spring 15: Beginning – 0, Developed – 5, Competent -12, Accomplished – 12, Exemplary -7. (One WU took the exam with this question before withdrawing which accounts for the 36 student total in Spring 15)

Looking back he noted that many students in both sections had the most problem in the prompt with “Use related themes as they are relevant such as Christianity, literacy, etc.” The lower scoring
students generally falter here. It would seem they also need more guidance in prepping to be sure they cite specific and appropriate examples from the text. These are things to be aware of for such an essay prompt in the future.

(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 have hired a new tenure track faculty member that is currently teaching this course for the first time and we shall see how her work with the course affects it or modifies it in the future.

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?

In alignment—no action planned.

(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.

Time based presentations, e.g. oral presentations and practice and revision in writing are evaluated during class time. Enrollments are not above stated limits.