General Education Annual Course Assessment Form

Course Number/Title: CA172  GE Area: S

Results reported for AY: 14-15  # of sections: 2  # of instructors: 1

Course Coordinator: Shannon Rose Riley  E-mail: shannonrose.riley@sjsu.edu

Department Chair: Chris Jochim  College: H&A

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?

SLO 3: Students will be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

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

The SLOs strongly inform the conversation in CA172, The Arts in US Society. Since 2013, I refer regularly to SLOs in class conversations—pointing out which content areas under discussion relate to which SLO(s). I also added one precise question on the final electronic quiz in which I asked students to apply this SLO to an analysis of Anna Deavere Smith’s play, Twilight: Los Angeles, 1992, which dramatizes, verbatim, selections from over 300 interviews with people involved in the aftermath of the Rodney King trial. The question is: ‘The 3rd Learning Objective in Area S content states that “Students shall be able to describe social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups leading to greater equality and social justice in the US.” Thinking back on the material we covered this semester, give an example of such social action in the arts—e.g. the creation of a work, like Howl perhaps, or use of it by others to foster greater equality and social justice in the US. BE SPECIFIC (by that I mean QUOTE from primary sources and DRAW FROM class discussions)—write 1-2 paragraphs.’

Qualitatively, my experience in the classroom also tells me that addressing the SLOs regularly in class discussion is perhaps more useful for learning than the single question on the quiz, but the latter provides at some quantitative data. In Section 1 of the class (30 students), 20 students earned a score of A/A- on the question; 6 students were in the B range; and 4 students were in the C range. In Section 2 of the class (27 students at 7:30AM), 8 students were in the A range on that question; 5 in the B range; 5 in the C range; and 9 students with a grade of F for not answering the question or for not taking the quiz.
(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.)

none planned

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. All sections of the course still align with the area Goals, Student Learning Objectives (SLOs), 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 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.