General Education Annual Course Assessment Form

Course Number/Title ______CHAD 102_________ GE Area ______S_______________

Results reported for AY ______2013-14_________ # of sections ______2_______ # of instructors ______1_____

Course Coordinator: __Kathryn Lindholm-Leary____ E-mail: ______KLindholmLeary@mac.com____

Department Chair: _____Toni Campbell_________ College: ______Education_____________

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?

SLO 1: Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) 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?

This SLO was assessed with Assignment 2. This assignment requires students to select one culturally diverse family type (ethnic, socio-economic, gay/lesbian, religious, disability, etc) and gather some background information, and then write a scholarly paper on the socialization practices of the family and how identity is shaped by family influences.

Out of 58 students enrolled in the two sections, 47 (81%) received an A or B, 4 (7%) received a C, and 7 (12%) received a D or F on the scholarly analysis of this assignment. Students enjoy this assignment and spend a lot of time on it. They generally like the topic of identity, though they sometimes have some difficulty finding scholarly articles on the specific identity of their particular topic (e.g., middle Eastern families in the US or families in poverty).

(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.)

No modifications are planned or required.

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, the department uses a course coordinator approach to standardizing the teaching of our GE courses across multiple sections. The coordinator, after consultation with the faculty, provides all course instructors a required syllabus, text/readings, and signature assignment(s) for assessing student learning outcomes.