**General Education Annual Course Assessment Form**

Course Number/Title: Psyc 191  Psychology of Prejudice  
GE Area: Area S

Results reported for AY F11/S12  
# of sections 4  
# of instructors 2  (Asuncion & Rattan)

Course Coordinator: Arlene G. Asuncion, Ph.D.  
E-mail: Arlene.Asuncion@sjsu.edu

Department Chair: Dr. Ronald Rogers  
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?**
   
   During Spring 2013, SLO 4 was assessed. “Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.” Students’ performance on the stereotype/prejudice reduction paper and ratings on the post-test assessment measure were examined.

2. **What were the results of the assessment of this course? What were the lessons learned from the assessment?**
   
   Data from students in 4 sections of Psyc 191 during Spring 2013 were examined (N = 179). In general, results showed that students performed competently on the stereotype/prejudice reduction writing assignment, which asked them to apply three strategies/theories of prejudice reduction to one of their own negative prejudices and explain how the strategy or theory would be effective in reducing their own negative beliefs/feelings towards a particular cultural, racial, or ethnic group. Across the 4 sections of the course, students’ average grade on this assignment was 86.2%. These data suggest that students were able to effectively describe/explain how constructive interactions between cultural/racial/ethnic groups can successfully lead to prejudice reduction.

   Students’ ratings to a specific item on the post-assessment test were also examined. This item directly asked students to indicate how well they thought Psyc 191 met SLO 4. Ratings were made on a 9 point likert scale with 9 indicating that the course met this SLO “extremely well.” The overall mean rating on this item was 7.7 on the 9 point scale, which indicates that students believed the course was effective in meeting this learning objective.
(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.)

At present, there are no modifications to the course 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?

Sections are aligned with the relevant GE criteria listed above.