General Education Annual Course Assessment Form

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

Results reported for AY:  F13/S14  # of sections:  3  # 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 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?

During Spring 2014, SLO 1 was assessed. “Students will be able to describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality. Students’ performance on the Media Watch analysis 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 3 sections of Psyc 191 during Spring 2014 were examined (N = 138). In general, results showed that students performed competently on the Media Watch assignment which asked them to examine/explain the influence of the media on the portrayal of stigmatized groups in society, how this influence may lead to prejudice/discrimination towards these groups, and discuss/apply relevant research to their analysis. In the 2 sections taught by Dr. Rattan, students’ average grade on this assignment was 83.7% and in the 1 section taught by Dr. Asuncion, students’ average grade was 81.5%. These data suggest that students were able to effectively describe how group identities are shaped by cultural/societal factors such as media.

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 1. Ratings were made on a 9-point likert scale with 9 indicating the course met this SLO “extremely well”. The overall mean rating on this item was 7.8 on the 9 point scale, which indicates that students believed the course was extremely 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?

Currently, all sections of the course are aligned with the area Goals, 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.

In our sections of Psyc 191, students are informed that they may turn in a rough draft of the major writing assignments for the course (Interview paper and Media Watch analysis) one week before the actual due date of the assignment. Instructors then give students feedback regarding their writing and offer suggestions as to how students may improve their papers before the actual due date. This feedback includes help with grammar, spelling, punctuation, as well as suggestions regarding the organization and content of the paper.