General Education Annual Course Assessment Form

Course Number/Title: Soc. 162: Race and Ethnic Relations
GE Area: S

Results reported for AY: 2012-2013
# of sections: 4
# of instructors: 2

Course Coordinator: Dr. Scott Myers-Lipton
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Department Chair: Dr. Ng
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?

For the academic year 2012-13, the coordinator was on academic leave, so no SLOs were assessed. However, over the past several years, all SLOs have been studied quantitatively in multiple sections of Soci. 162. In summary, we found:

SLO 1:
41% (11/27) mastered SLO at high level: B or better
44% (12/27) mastered SLO1 at average level: B- to C-
15% (4/27) failed to master SLO: D+ or below

SLO 2:
35% (28/81) mastered SLO at high level: B+ or better,
43% (35/81) mastered SLO at average level: B to C-
22% (18/81) failed to master LO: D+ or below

SLO 3:
71% (45/63) mastered SLO at high level: B+ or better,
19% (12/63) mastered SLO at average level: B to C-
10% (6/63) failed to master LO: D+ or below

SLO 4:
37% (32/86) mastered SLO at high level: B+ or better,
40% (34/86) mastered SLO at average level: B to C-
23% (20/86) failed to master LO: D+ or below
The Soci. 162 committee, composed of the coordinator and faculty teaching this course, are pleased with these quantitative results, and believe the strong scores are a result of our conscious effort to connect the Learning Objectives to the course material.

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

For the academic year 2012-13, the coordinator was on academic leave, so no SLOs were assessed.

(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.)

The committee continues to be satisfied that the instructors are presenting the right “type” of material, both in content and presentation style. No modifications are planned.

At the same time, members of the Soci. 162 committee have already met several times this semester to plan for this year’s assessment activities, as well as for future years. For example, in future assessments, Soci. 162 students will be asked to do a “family tree” as part of their SLO1 evaluation. As part of this activity, they will describe their family’s experience of social mobility, analyzing how family values, starting assets, and oppressions offer advantages and disadvantages that are navigated generationally. Students will be given the chance to give testimonials about experiences of racism. In addition, students will be asked to engage with the paradoxes of class and racial situations as well as the various generational perspectives within each situation, as well as examine white privilege from various perspectives.

In future assessments of SLO3, Soci. 162 students will attend a speech by Bobby Seale, former Chairman of the Black Panther Party, and will write about his success at mobilizing working people, as well as the current generational and technological hurdles and opportunities. In addition, students will be asked to compare and contrast social movements for racial and economic justice.

In order to evaluate SLO4, Soci. 162 students will have small group discussions about everyday racial and gendered situations, and will be given the chance to give testimonials about their experiences of racism. Students will be asked to engage with the paradoxes of class and racial situations as well as the various perspectives within each situation.

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?

The lack of a course coordinator during the 2012-13 academic year was problematic. The department chair met with faculty teaching Soci 162 and reviewed syllabi for the courses, but there was no concerted effort to measure student learning. The department underwent serious programmatic
change during AY 2011-12 and 2012-13 and this was one part of the change in which the hand-off of assessment from one faculty course coordinator was done to ensure consistency in the course. This has been remedied for 2013-14 and the course coordinator is working with all faculty to ensure that all courses are aligned with the goals, student learning objectives, content and assessment.