General Education Annual Course Assessment Form

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

GE Area: S

Results reported for AY: 2013-2014

# of sections: 5

# 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 fall 2013, SLO 1 was assessed. We assessed SLO 1 by analyzing students’ responses to the film entitled on Sidewalk, which focused on houseless people in New York.

For spring 2014, SLO 3 was assessed. We used the following questions to assess SLO 3:

Q1: Write a list of the social actions taken by these Chicana/o students.
Q2: How important was a ‘collective identity’ in making social change? Give an example.
Q3: Explain how you think the youth changed the ways they were treated within the 1960s Los Angeles education system.
Q4: Then, which conditions they suffered have positively changed today? Do you think they contributed to this change?
Q5: Finally, explain how a particular recent policy change, a form of social action, has had negative effects on Chicana/o schooling in Los Angeles (use the findings from the readings to answer this question).
(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

**SLO 1:**
- 37% (37/78) mastered SLO at high level mastery
- 33% (26/78) mastered SLO1 at average level mastery
- 19% (15/78) failed to master SLO 1

**SLO 3:**
- 66% (36/55) mastered SLO at high level: B+ or better
- 25% (14/55) mastered SLO at high level: B to C-
- 9% (5/55) failed to master LO: D+ or below

The Soci. 162 committee, composed of the coordinator and faculty teaching this course, are extremely happy with these results, and we believe these strong scores are the outcome of our conscious effort to connect the Learning Objectives to the course material.

(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 is satisfied that the instructors are presenting the right “type” of material, both in content and presentation style, so there are no modifications planned at this time.

**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 course coordinator was on sabbatical during AY 2012-13 so there was a gap in coordinating the course. We had adjuncts teaching the course, so there needed to be greater oversight in the course GE Learning Requirements. In the future, the department will have course coordinator training in order to plan for smooth transition from year to year in GE and program assessment.