General Education Annual Course Assessment Form

Course Number/Title: ANTH/GEO/HIST/SOCS 138  GE Area: Area S

Results reported for AY 2013-2014  # of sections : 4  # of instructors: 2

Course Coordinator: Wendy Rouse  E-mail: wendy.rouse@sjsu.edu

Department Chair: Wendy 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?

SLO 1: 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 society influences within contexts of equality and inequality.

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

The assessments for this class included essay exams, written paper assignments and lesson plan designs. Each of these assessments required students to analyze a broad range of primary source documents that specifically focused on describing how a variety of identities are shaped by cultural and social influences within the context of equality and inequality.

One essay prompt, for example asks students to analyze the interactions and relationships among Amerindians, Blacks and Whites in American history. Students were asked to consider the roles of gender, spiritual/religious practices, and class status in their analysis of the relationships. Overall, assessments revealed students were successful in recognizing contexts of equality and inequality. However, students struggled to achieve more in depth analyses of the processes involved in historical change and understanding the historical context of eras other than the present. In general, the students completing the assignments and exams met the expectations in achieving the goals of this SLO at an average or high level.

(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 instructors intend to continue to employ lesson plan assignments, in-class essays and paper assignments in this course. In-class primary source analysis activities and case studies are also beneficial in helping to engage student learning especially with regards to considering the significance
of race, class, gender, ethnic, religious, and sexual identities in American history. More in-class guided discussions linking helping to contextualize the historic era while contrasting it with modern issues may help students to improve in the areas of weakness noted above. In addition, the lesson plan assignment needs to be expanded and modified to ensure that issues of equality and inequality are clearly addressed in the lesson strategies.

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?

During the last 5 years, the assessment and course coordinating for this course has passed between 2 different departments. With the merger of Interdisciplinary Social Sciences and the Sociology department (SISS), the new department will have sole possession of staffing and course coordinating. Thus there will be more consistent attention to the GE course learning objectives throughout.

*Please note this course is cross-listed as Anth/Geog/Hist/Socs 138 with Social Sciences as the home department.