General Education Annual Course Assessment Form

Course Number/Title ____AMS 159  Nature & World Cultures____ GE Area ___ V ________________

Results reported for AY ___2014-15_____ # of sections ___4___ # of instructors ___1___ ________________

Course Coordinator: ___Guenter__________________ E-mail: _scot.guenter@sjsu.edu__

Department Chair: __Shannon Rose Riley______________ College: ___Humanities & Arts______________

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 to <curriculum@sjsu.edu>, 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?

GELO 1. Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

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

The instructor, who has taught the course for many years, wrote “In my Nature & World Cultures classes, students are exposed to over 70 cultural groups outside the U.S. These groups are covered in the required textbook—Luisa Maffi and Ellen Woodley,eds., 2010, Biocultural Diversity Conservation—A Global Sourcebook (case studies from 45 cultural groups),documentary films and video clips (another 10 cultural groups), readings (another 15 cultural groups), and class group projects (another 4---8 cultural groups, where students work directly with representatives from Northern California tribes).”

She gave three specific examples she drew assessment materials from: a quiz question requiring a definition of biocultural diversity supplying evidence from two distinct cultural groups; a midterm question speaking to how the lifeways and traditions of four distinct ethnic groups (selected by the students) are both vitally connected to biodiversity and threatened by its loss; a final exam question calling for roleplaying as a public presenter on the impact of climate change with only ten minutes to speak on four distinct case studies from indigenous cultures.

She used the standard shared rubric we developed some years ago for GE assessment done across all AMS 159 classes and collected data from all four sections not only on this GELO but on all three GELOs, measuring the increasing levels of sophistication in responses as Below Average, Average, Above Average.
The data on GELO 1 broke down this way across the four sections:  Fall 2014 sec 1:  Below Average 1, Average 3, Above Average 30.  Fall 2014 sec 2:  Below Average 0, Average 4, Above Average 25.  Spring 2015 sec 1:  Below Average 1, Average 5, Above Average 21.  Spring 2015 sec. 2:  Below Average 0, Average 6, Above Average 29.

These responses confirm that the vast majority of students are doing exceedingly well at developing a sophisticated response to this GELO in this particular iteration of this course.

(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.)

This is a popular course and it provides a vital link between Environmental Studies and Culture Studies at SJSU while reinforcing a university commitment to teaching the important concept of sustainability. We only run limited sections of it due to the limited resources we have as a department, collectively.

No modifications are planned for the course 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?

(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.