General Education Annual Course Assessment Form

Course Number/Title: E123A/B/C/D: Literature for Global Understanding  GE Area: V

Results reported for AY 2013/4  # of sections: 2  # of instructors: 1

Course Coordinator: BALANCE CHOW  E-mail: balance.chow@sjsu.edu

Department Chair: Shannon Miller  College: Humanities and 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, 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 3: Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

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

Specific Assignments: brief description of guidelines/requirements: All class activities (reading, lectures, discussions, presentations, writing, research, and exams) in the course address this and other SLOs as described in the greensheet. Part of the course grade is based on a specific essay-type question designed to demonstrate the student’s ability to explain, with the help of one or more major texts studied in the class, how a culture outside the U.S. has changed in response to internal and external pressures.

For example, in E123D (F2013), the essay question was as follows:

“In the twentieth century, the nations of Japan, China, and India, by responding to internal and external pressures, have undergone significant social and cultural changes.” With the help of appropriate episodes or passages from Untouchable / Black Rain / To Live (choose one text to focus on; if necessary—you may include relevant stories from Another Kind of Paradise for consideration as well), discuss how modern India / Japan / China has undergone social and/or cultural changes in response to external and/or internal pressures.

Exactly what students had to demonstrate on assignment to show achievement of the SLO: Students had to write an in-class essay of about 1,000 words to demonstrate their knowledge and understanding of the historical, social and cultural contexts of the main texts in relation to the global processes affecting the countries concerned. They needed to discuss, e.g., colonialism, war, modernization, technology, ideology, etc., as some of the main factors involved in social change. Their discussions were to be argued vigorously and supported with evidence derived from the readings, class discussions, research, and other activities.
How assignment was scored (Breakdown of grade assigned to show how this particular SLO was targeted): A five-tier scale ranging from A to F was used to assess the students’ achievement of the SLO.

A (51-60 points) = Excellent; B (41-50 points) = Very Good; C (31-40 points) = Good
D (21-30 points) = Pass/Poor; F (1 -20 points) = Unsatisfactory / Fail

Quantitative data/analysis: grades/percentages(scale of high-low)

The result for E123D (Fall 2013) was as follows:

- 51-60 points (A: Excellent) -- 13 students
- 41-50 points (B: Very Good) -- 5 students
- 31-40 points (C: Good) -- 2 students
- 21-30 points (D: Pass / Poor) -- 1 students
- 1 -20 points (F: Unsatisfactory / Fail) -- 3 students

The result for E123C (Spring 2014) was as follows:

- 51-60 points (A: Excellent) -- 12 students
- 41-50 points (B: Very Good) -- 7 students
- 31-40 points (C: Good) -- 4 students
- 21-30 points (D: Pass / Poor) -- 3 students
- 1 -20 points (F: Unsatisfactory / Fail) -- 3 students

Qualitative analysis:

The results from the two classes show that more than two-thirds of the students assessed were able to demonstrate their knowledge and understanding of the cultures exemplified by the texts, and were able to analyze, explain, and articulate the local and global factors affecting social change. Only a small number of students failed to demonstrate such knowledge and understanding in a convincing manner.

(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.)

No changes anticipated.

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?

Yes: this seems to be a very effective manner to assess this SLO.