General Education Annual Course Assessment Form

Course Number/Title   HIST 155    GE Area V

Results reported for AY 2014-2015  # of sections: 2 in S15   # of instructors: 2 in S15

Instructor/Course Coordinator: Bruce Reynolds/Patricia Evridge Hill   E-mail: Patricia.Hill@sjsu.edu

Department Chair: Patricia Evridge Hill   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 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?

SLO 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, 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?

This objective was measured by three-five page essays submitted during the semester and classroom discussion. The essays were based on primary sources from an assigned sourcebook and additional sources. The essays involve topics such as the impact of imperialism, ideological conflicts, and globalization on cultures around the world since the late 19th century, in line with this learning objective.

The section had 30 students, so 90 essays were assessed. Of the 90 only five were not submitted and two of those involved a student who dropped out of the class in mid-semester. Twelve other essays from a total of eight students were sub-standard (below C level), either because they were deficient in content in analysis, below standard in writing competency, or turned in very late. This represents an 81 % success rate. One of the purposes of requiring three essays rather than one long paper is to allow for student improvement through the semester. Looking at the figures from this angle, five students turned in sub-standard essays on the first assignment, but subsequently did acceptable work. One was below standard on the first two essays, but did well on the third. Another had a sub-standard grade on essay two, but the others were acceptable. Only one student turned in three consecutive sub-standard essays.

(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.)
I have been teaching this course for a number of years and the assessment method has proven, in my view quite adequate and effective, so no change is contemplated.

**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.

(5) This course was capped at 25 students.
General Education Annual Course Assessment Form

Course Number/Title  Hist 155: 20thC World  GE Area _____V___________________________

Results reported for AY 2014-2015  # of sections: 2 in S15  # of instructors: 2 in S15

Instructor/Course Coordinator: Allison Katsev/Patricia Evridge Hill  E-mail: Patricia.Hill@sjsu.edu

Department Chair: Patricia Evridge Hill  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 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?
SLO 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, 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?
This SLO was assessed through an essay question on the midterm exam. Students had to write an essay comparing the role of technology in two 20th century utopian projects covered in the class. They could choose among many societies, including the Soviet Union, the Islamic Republic of Iran, the People's Republic of China, and Rwanda. An excellent answer would recognize the complex attitudes of different societies toward technology, as both a means of quick progress and a threat to traditional values, a means of securing order and a means of disrupting the status quo. They would connect these themes to the specific attitudes and uses of technology in the two societies being compared. A good answer would lay out and explain well how each society used technology to further particular economic and ideological goals, but would have less developed underlying connections between the two societies. The satisfactory answers generally could point to defining aspects of each society, and would indicate one similarity or difference, but not specifically tie the comparison to technology. An unsatisfactory answer generally would discuss only one society. 33% of the students provided excellent answers; 30% provided answers that were good; 30% provided satisfactory answers. 6% were unsatisfactory. While many of the students did well, the challenge for some seems to be specifically in synthesizing their insights about the different societies.

(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.)
I plan to incorporate more exercises in class where students are presented with evidence and chart similarities and differences between two societies, and then devise a synthetic thesis based on that chart.
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? Yes.

(5) This course was capped at 25.