General Education Annual Course Assessment Form

Course Number/Title __POLS 170V_________ GE Area US2/US3, V

Results reported for AY __2018-19_______ # of sections ____5____ # of instructors ____2____

Course Coordinator: __Mary Currin-Percival__ E-mail: __mary.currinpercival@sjsu.edu____

Department Chair: ____Melinda Jackson____ 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 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?

**(US2-3)** SLO 2a was assessed in fall 2018 and spring 2019

SLO 2: Students will be able to explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. As students analyze the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should be able to describe:

a) the foundations of the political system, including the evolution of the philosophies of the U.S. and California constitutions, political culture, separation of powers, bureaucracy, federalism, and relations among various levels of government. Students should also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary;

**(Area V)** SLO1 was also assessed in fall 2018 and spring 2019

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.

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

SLO 2a was assessed in the fall and the spring by instructors using different assignments (e.g., a final exam, a midterm, and a constitutional convention final project. In terms of results, in fall 2018, 79%-94% of students had scores above a C- on this assessment item. In spring 2019, 71%-100% had scores above a C- on assignments measuring this item.

SLO1 V was assessed in fall 2018 and spring 2019 using different tools by the two instructors (a paper on the nature of the welfare state and how it varies between the U.S. and other countries, particularly in terms of ideology and the attitudes of people in both American and Scandinavian countries, midterm and final exams, and a constitutional convention final project). In fall 2018, 79%–8=94% of students had scores above a C- on this assessment item. In spring 2019, 71%–85% had scores above a C- on assignments measuring this item.
(2) 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.)

Beginning and end-of-semester meetings are held for Pols 170 and Pols 15 faculty to review student learning outcomes, the assessment schedule, and assessment tools. In these meetings, faculty discussed the possibility of using shared assignments to assess some of these learning outcomes. Over the next semester, this idea will be explored further. Many Pols 15 (Essentials of U.S. and California Government) and Pols 170 faculty support the idea of a shared test bank or smaller writing assignments in order to assess learning outcomes. How these assignments would be integrated into individual courses while preserving individual teaching styles will be examined further. Most faculty members agreed that they would not support the requirement of shared assessment tools incorporated as graded assignments in every section.

**Part 2**

To be completed by the department chair (with input from course coordinator as appropriate):

(3) 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?

(4) 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.