General Education Annual Course Assessment Form

Course Number/Title ___RECL 111/Leisure, Culture & Identity_________  GE Area ______S______________

Results reported for AY ___F18/S19_________  # of sections ____1_____  # of instructors ____1_____

Course Coordinator: ___Philirene Toney__________  E-mail: ______philirene.toney@sjsu.edu_________

Department Chair: Yoshitaka Iwasaki (yoshitaka.iwasaki@sjsu.edu)  College: ___CHHS___.

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 GELO(s) were assessed for the course during the AY?

GE SLO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the US.

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

We use six exam questions and the research paper to assess this GE learning outcome. The exam questions cover topics of contemporary and historical inequality, oppression, and discrimination. Four of the six questions were answered correctly by 85% of students and two questions were correctly answered by 60% of students in the fall semester. For the spring semester, the exam questions were modified to increase clarity of the question and 80% (or more) of students in the course responded correctly.

The research paper prompt was to “describe some of the historical, political, economic, or social challenges confronted by this culture over the past 100 years in the United States.” In the fall semester, students did not meet the baseline expectations for the assignment and they were graded as CR/NC. For the spring semester, modifications to in class instructions and supports were improved and students produced stronger papers that more adequately addressed this specific prompt. The majority of students 88% met or exceeded the baseline of C or better.

The lessons learned from these two different, but complementary assessment approaches are that students continue to need support in class to develop their understanding of inequalities in the US. Both approaches provide useful information. The exam questions are simple to assess and provide a nice momentary snapshot, but the paper is useful for encouraging deep and critical thought into the relationships and complexities of structural inequality as well as diversity and equality.
(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.)

For the current academic year, a few changes are planned to continue to support student learning in line with this GE learning outcome. First, the exam will continue to be used to record comprehension of terminology. Second, the paper will continue to be used, but the assignment prompt will be modified to provide more clarity and structure. Additionally, the instructor plans to utilize journal articles to increase the reading and perspectives on diversity, equality, and structural inequalities in the US.

**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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

There is only one section of this course that is currently offered and it is adequately aligned with the university goals and GE learning outcomes.

(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 GELOs for writing.

This course is currently capped at 30 students. The size is adequate for providing essential, quality, and timely feedback to students in the areas of written and oral communication.