General Education Annual Course Assessment Form

Course Number/Title: HS 67 - Introductory Health Statistics   GE Area: B4

Results reported for: AY 14-15   # of sections: 7   # of instructors 5

Course Coordinator: Billie Jo (BJ) Grosvenor   E-mail: billiejo.grosvenor@sjsu.edu

Department Chair: Dr. Anne Demers   College: CASA

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 2: Mathematical concepts courses should prepare the student to demonstrate the ability to use mathematics to solve real life problems.

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

   The results were for a threshold of 91% and above 85.5% of students achieved this “A” level. A rating of 90% - 80% was achieved by 8.3% of those enrolled. No students achieved a “C” or “D” grade. The final data result was 6.1% of the students were rated at 69% or below. This lower data point was driven downward by one of the three sections assessed.

(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.)

   The courses all follow the same syllabi template. For purposes of this outcomes report the students prepare statistical reports from peer reviewed journals with expressed intent to evaluate the mathematics used in the research to determine if the questions posed and the interventions used solved the “real-life” problems of the population being studied – using the lens of public health research.

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?
The course assignments are geared to assess student competence in line with the GE objectives assigned to B4. Within each syllabus there is a further delineated table outline more specifics related to the skill set the students will be developing as well as demonstrating in the assignment and exams (e.g., calculate, display and interpret summary statics). In the course calendars the progression of chapter readings that provide depth of content supporting assignments and exams is evident.

(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.