General Education Annual Course Assessment Form

Course Number/Title: ChAD 75 - Imagination, Play, and Adult Creativity   GE Area D1

Results reported for AY __2016/2017_   # of sections __2_   # of instructors ____2__

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Department Chair: __Toni Campbell___   College: __Education__________________________

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?

**GELO 1: Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.**

GELO1 is assessed with two assignments. The first requires students to observe children’s play in two different settings (an outdoor playground and a preschool). Students analyze differences in play with respect to location (spatial and environmental), adults present (parent/nanny vs. preschool teacher), culture, and gender. The second assignment requires students to analyze changes in toys over a 100 year period. They also examine cultural differences in toy preferences.

**GELO 2: Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.**

GELO2 is assessed with two assignments. The first asks students to explore and reflect on their identity and how aspects of their identity combine to impact their choice of major and areas of creativity. The second assignment differed between the two sections (although they addressed the same fundamental issues) because I was experimenting with a new way to assess this GELO and piloted a new assignment in my section. In the original assignment, students watch a biography of an artist (Frida Kahlo) and reflect on the ways that the artist’s identity (as defined by GELO2) is reflected in, and shapes, the artist’s creative output. In my section, students view examples of art from four different artists (Frida Kahlo, Diego Rivera, Glenn Ligon, and Kara Walker), read a brief biography of each artists and respond to questions about how the art might reflect combinations of the artist’s identity and life experiences that stem from that identity.

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

**GELO1:** In general students were able to demonstrate adequate to strong understanding of contemporary developments in cultural (Assignments 1 and 2), Historical (Assignment 2), and environmental and spatial contexts (Assignment 1). Specifically on Assignment 1, (30 assessed) 7 students received an A, 13 students received a B, 3 students received a C, and 7 students received a D or F. On Assignment 2 (30 Students assessed), 15 students received an A, 9 students received a B, 2 students received a C, and 5 students received a D or F.

**GELO2:** Students demonstrated a strong understanding of the dynamics of different aspects of identity and the similarities, differences, linkages, and interactions between them. Specifically, on the Identity Self-Reflection (32 students assessed), 25 students received an A, 5 students received a B, and 2 students
skipped the assignment. On the Artists and Identity assignment (29 students assessed), 22 students received an A and 7 received a B.

Several lessons were drawn from this assessment. The first is that the Play Observation assignment comes too early in the semester (it requires students to draw on class assigned articles and they struggle to use the research to place their observations in context). The second is that the Identity based assignments may be too much reflection and not enough critical analysis (with the piloted assignment getting closer to critical analysis). The third lesson is that students don’t take a non-major required GE class seriously at the beginning at the semester and tend to submit assignments prepared at the last minute and not fully completed.

(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.)

There will be several modifications made in the class the next time it is taught. The first will be to move the Play Observation assignment after the Toy Analysis assignment and to give students more in-class activities that require them use class assigned research (and get feedback on how it is used). The Identity assignments (using the new version), will increase the expectation for critical analysis and reduce the reflection components. Finally, in the first few days of class, students will engage in in-class exercises that help them make the connection between this class and their major (i.e., see the value of taking it seriously from the beginning.

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?

All sections of this course are aligned with area Goals, Student Learning Objectives, Content, Support, and Assessment. The course coordinator collects and reviews faculty syllabi (as well as assessment reports) for each section of the course every semester.

(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.

There are no large-enrollment sections of this Area D1 course.