General Education Annual Course Assessment Form

Course Number/Title _HS 15: Human Lifespan Development_____ GE Area _____D1_______

Results reported for AY __2016-2017____ # of sections __4 (SP17)___ # of instructors ___3_____

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Department Chair: ___Anne Demers_____ College: _____Applied Sciences and Arts______________

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 4: Students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

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

There are several activities that instructors used to assess this learning outcome.

1. Writing Assignment in which students are expected to select a health topic and then research, synthesize the research, and relate the health topic and research to a particular development stage. The specific rubric items that were used to demonstrate student ability to meet this GE learning outcome were A) rubric item 11: describe social policy and work done to improve health issue; and B) rubric item 4: describe risk factors that increase the prevalence of the health issue that was researched.
   a. For rubric item “A,” 55% of students across all sections met the threshold of C or better on this rubric item of the writing assignment.
   b. For rubric item “B,” 61% of students across all sections met the threshold of C or better on this rubric item of the writing assignment.

2. Team Presentation on a social policy. The specific rubric item that was used to demonstrate student ability in meeting this learning outcome was stated as: “Team explained how social policy is important in lifespan development.”
   a. 80% of students across all sections met the threshold of C or better on this specific rubric item of the team presentation.

3. Exam 3, Q21 asks students to identify one of the top six regrets that US adults report (not enough leisure time).
   a. 99% of students answered this question correctly.
The results of this assessment indicate two key areas for continued improvement in this course. To summarize these key lessons learned:

1. There were a number of students who fell between the C and C- range in the rubric items used for the writing assignment assessment. If the threshold were set at C- the results for these items would indicate the vast majority of students meeting the threshold.
2. The writing assignment is not adequately facilitating the learning necessary to meet this GE learning outcome and is need of revision. In general, students were confused by the writing assignment and need more clarity and support with identifying a health issue and connecting the health issue to lifespan development.

(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 writing assignment is being revised to better connect course related writing with learning outcomes and support student learning in these important areas. Significant changes to writing expectations are being implemented FA17 and include three smaller writing assignments instead of one “big” - high stakes assignment. This change will allows for additional scaffolding of learning, connecting, and writing throughout the course.

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 are aligned with the goals, learning outcomes, content, and assessment processes and expectations.

(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 40 students which allows instructors to adequately provide individualized feedback on both writing and oral presentation skills. No changes are indicated at this time.