**General Education Annual Course Assessment Form**

Course Number/Title ANTH 025 Human Life Course  
GE Area E

Results reported for AY 2016-2017  
# of sections: 4  
# of instructors: 2

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Department Chair: Roberto Gonzalez  
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 September 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?**

   **GELO #4**: recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment.

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

   Assessment of LO 4 was achieved by focusing on five portfolio assignments throughout the semester. These assignments present prompts that require students to describe and analyze themselves as learners who are pursuing their own goals. They are asked to apply life course concepts to their own lives; identify activity settings that affect their life course; prepare several future scenarios; identify and analyze their transferable skills; and finally, to explicate sources of their skills and present them using the concept of the T-Shaped Professional, a model that is increasingly used in career planning. The focus of assessment in this class was to more fully develop this model in which career-seekers are encouraged to develop depth knowledge in one or more professional/academic disciplines (e.g. anthropology, mathematics) and fields (e.g. health care, sustainability), as well as integrative skills that will allow them to work across several disciplines and fields. My goal is to help students develop foundational skills for identifying their own T-Shaped profile that can in turn guide them in selecting majors, but also other courses that will complement their core disciplinary identity. The rationale is that this model prepares graduates for the realities of entering a labor force in which work is increasingly contingent and career development is an individual responsibility. The task this semester was to assess how to best present this model developmentally since it is intellectually challenging for lower division students, but should pay off for them in their choice of upper division courses.

   Results were mixed, but diagnostically useful. Students claimed to understand the model during discussions, but when asked to place their own skills and knowledge in the T configuration they struggled, and this was true for both lower and upper division students. I conclude that they understand career preparation primarily as a decision about choice of majors, and doing so only delays the inevitable challenges of developing integrative skills and knowledge. The pedagogical lesion is that either one or two portfolios be focused more explicitly on
major selection (at the unfortunate cost of dropping existing assignments that ask students to apply course concepts to their own lives) and/or that additional in-class exercises be developed to help students use the T-Shape model as a tool for educational planning and not just reflection.

(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.)

No major modifications to the course, or its assessment activities or schedule, are planned for the upcoming year.

**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?

Yes.

(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.

N/A

(This course is an A2 course)