General Education Annual Course Assessment Form

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

Results reported for AY 2017-2018 # of sections: 2 # of instructors: 2

Course Coordinator: Roberto Gonzalez E-mail: roberto.gonzalez@sjsu.edu

Department Chair: Roberto Gonzalez College: Social Sciences (Acting Chair, Jan English-Lueck)

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 1: Students should recognize the physiological, social/cultural, and psychological influences on their well-being.

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

The two different instructors for this course use different assessment instruments.

Instructor 1 relies upon 3 out of 5 "portfolio assignments" in which students are asked (1) to identify the important influences on their lives and how they were influenced by them; (2) to apply the concept of activity setting, which is developed at length in lecture, to their own lives; and (3) to think about optimistic and pessimistic scenarios for their futures and the factors which may result in more optimistic outcomes. Each portfolio assignment is designed to encourage the students to reflect upon the factors that have, are, and will be affecting their well-being in order to support better decision making about their college careers (which is addressed in the final two portfolio assignments).

Instructor 1 reports: "I am satisfied with how these assignments are working to achieve this GELO because they allow the students to apply lecture and readings to their own lives and to begin to think about the context of their own lives in a systematic way. About 75% of the students are able to complete the three assignments with sufficient detail to conclude that they are developing the tools to reflect upon themselves and their futures. However, these are very challenging assignments for many students and just because they complete them at a high standard does not mean that they are sufficiently mature to stand back from themselves to have "Aha!" moments of insight into their lives and how it is affected by various influences. In fact, the class had some seniors in attendance who commented about how much they appreciated the portfolio assignments as a means to synthesize their university experience. My conclusion is that these three assignments push students into thinking about issues that are emotionally and cognitively challenging (especially for freshmen and sophomores). These assignments also help students appreciate the ethnographic accounts of other ways of life that they are reading throughout the semester, thereby further supporting their capacity to understand the influences on well-being, their own and others."

Instructor 2 relies heavily upon a written project as an assessment instrument. The assignment is called “Choosing a Path.” Students are required to investigate several potential majors, get advising, investigate pay, regional job opportunities, and
requirements for advanced degrees or licenses. They are also required to interview someone with their dream job. The goal is to get students to plan for their future well-being by carefully considering the consequences of decisions they make as college students.

Instructor reports: "I have found the 'Choosing a Path' assignment to be very successful. Students often know very little about the range of potential majors at SJSU and have been pressured into the wrong major or have very little idea of what is required to enter their desired profession. One example was a psychology major who wanted to be a psychiatrist and did not understand that she would have to go to medical school. Some students also find out from their interviews that their proposed career is more stressful and less financially secure than they had hoped. Most students are inspired by interviews to work harder at their majors and they also learn more about volunteering and internships. The midterm and the final deal more with the lectures and reading. According to Canvas statistics, in Fall 2017, about 10-15% of students did not turn in one or more "Choosing a Path" assignments. The median score on the midterm was 72%. The median score on the final was 92%. I consider the assignments and course content to be a success. The few seniors who take the course say that they wish they had had such guidance as freshmen. My own feeling is that many students have reached college without thinking much about the direction they are taking in life; this class gives them the tools to make decisions about the physiological, social/cultural, and psychological well-being in a logical way."

(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, all sections of the course are still aligned with area Goals, GE Learning Objectives, Content, Support, and Assessment?

(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.

All sections were within 10% of the recommended enrollment capacities.

N/A (This course is an Area E course).