General Education Annual Course Assessment Form

Course Number/Title: Biology 54, Human Understanding  
GE Area : E

Results reported for AY : 2016 - 2017  
# of sections: 5  
# of instructors: 2

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Department Chair: Dr. Jeff Honda  
College: Science

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 4: Students will be able to 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?

Personal health and wellbeing is a core theme to Biology 54 across all sections. This begins in the first week with personal assessments, such as the How Healthy Are You? quiz that explores one’s personal choices around food, exercise, potentially addictive substances, interpersonal relationships, sleep, and communication. After students complete this, they are asked to do two additional associated assignments: Behavior Change Contract and Future Me. The Behavior Change Contract is a goal setting activity that gets students to think about setting achievable goals that will help support their physical, mental or social well being. They choose which specific goal to focus on, as long as it is can be attained within the semester. Part of the assignment requires students to detail how they will achieve this goal. They then write a letter to their future selves using the secure website, FutureMe.com. This free website allows them to choose a future date for their email to be sent back to them. Since only the confirmation is requested for submission, they can write anything they wish about where they have begun and where they see themselves at the end of term. This is also a great reminder at the end of term for them to revisit those initial goals, if they have been forgotten.

Next, students are required to read and take the robust Emotional Intelligence Quiz that is associated with the book of the same name. This allows them to get a deeper look into their communication styles and behaviors as they correlate to their emotional awareness both within
and outside of themselves. This knowledge and subsequent goal setting as part of the activity will help them be better adapt to navigating the University system as well as their chosen career field.

Out of the ten primary units of the course, the following units (which last from one to two weeks) are specifically geared towards assessing SLO 4: *Mental Health and Psychosocial Wellbeing, Stress, and Aging and Death*.

From these units and their assessment activities, 90% of students across all five sections were able to achieve a basic mastery of SLO4 with at least a grade C or better. Those that fell into the remaining 10% that did not achieve mastery generally did so because of their lack of effort and submission of deliverables.

**(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 online versions of this course have gone through the Innovations in Teaching STEM program that began in Spring 2017 and will continue until Spring 2018. In this program, a joint venture of SJSU and UC Berkeley, many novel methods have been examined and are planned for implementation. This includes real time group work using Zoom and a completely new set of video lectures that will feature picture in picture production. As the production quality will be higher than before, these videos will be lengthy to produce and closed caption (as required by ADA laws and AEC guidelines). The targeted release date for this new lecture series is Spring 2018.

**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 SLOs for writing.

Presently, this issue not applicable to our courses in Biological Sciences. Of the above areas listed, we have courses in Area R, S, and Z. None of these courses have sections over the 40 maximum students as mandated by University policy and are receiving adequate feedback. Area R may require more student demand in the future, however, we envision adding more sections rather than making larger sections. Area Z is capped at 25 students: our syllabi should demonstrate that students are meeting GE SLOs for writing as assignments are clearly documented.