General Education Annual Course Assessment Form

Course Number/Title: ChAD 70 – Lifespan Development in the 21st Century  GE Area E

Results reported for AY __2016/2017_   # of sections __6_  # 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 recognize the physiological, social/cultural, and psychological influences on their well-being.

GELO1 is assessed by a term paper in all six sections. The term paper requires students to examine research on college student development, by exploring empirical studies of topics that address issues in four major domains of development (physiological, social/cultural, emotional, and cognitive). In three of the sections, GELO 1 was also assessed with exam questions.

(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 physiological, social/cultural, and psychological influences on their well-being. Across the six sections, 184 students were assessed via the research (term) paper. Of these 184 students, 33 students received a B+ or higher; 123 received between a B and a C; and 28 received a C- or lower. In sections 1 to 3, 96 students also were assessed via embedded exam questions. Of these 96 students, 50 received a B+ or higher, 36 received between a C and a B; and 10 received a C- or lower.

Several lessons were drawn from this assessment. The first is that lower division students tend to struggle with using research to write a term paper. Another lesson that emerged from the data is that students, especially students who are new to college, need help formally writing about the college experience. Finally, there are apparent discrepancies in the rigor used for grading term papers, despite having the same rubric and assignment.

(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 for Fall 2017. To start, faculty teaching the class will be encouraged to cover the chapter on young adult development shortly before students begin to prepare for their research/term paper so that the textbook can be used as a resource more effectively. Faculty teaching the class will also be asked to embed questions on GELO 1 into the final exam, to provide opportunities to practice and refine what they learned from the term paper. In Fall 2017, faculty
will be asked to develop some in-class activities that provide students with opportunities to find research results and apply them to a topic and then to receive feedback on that exercise. Finally, I will work with faculty teaching the class to achieve greater consistency in their grading rigor.

**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 E course.