General Education Annual Course Assessment Form

Course Number/Title: HS 1 – Understanding Your Health    GE Area: E

Results reported for AY: AY 14-15    # of sections: 16 (total of all sections)    # of instructors: 6 (total of all sections)

Course Coordinator: Ms. Billie Jo (BJ) Grosvenor    E-mail: billiejo.grosvenor@sjsu.edu

Department Chair: Dr. Anne Demers    College: CASA

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 1: Students will be able to 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 assignment capture for all data reports was from the first writing assignment of the term – for all sections.

The results were 80% and above = 68.14% of students achieved this level. A rating of 79%-70% was achieved by 19% of those enrolled. What was surprising in the assessment data was that 12.75% of the students were rated at 69% or below. This lower data point was driven downward by section 2.

For section 2 it was surprising to see 25% were below academic expectations for the first writing assignment. This class had only 32 students although for those 8 students who did poorly on the first writing assignment 3 did not pass the class (either they didn’t complete some of the assignments/tests or they just stopped coming to class). Three students who scored between 40-60s (out of 100) on the first writing assignment scored between 130-140/150 on the second writing assignment. It was noted by the instructor of that section that it was nice to see a student going from an F to an A. This first writing assignment is a chance for students to identify a health topic of interest and explore their values, beliefs and attitudes based on their culture. It was refreshing to see the majority of students score 80% and above on the first writing 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.)

A suggestion of a modification by one instructor that will be shared with all instructors in AY 15-16. The recommendation would be to set an overall goal of 5% or less scoring under 69%. A way to achieve this could be having a rough draft due in class and dedicating time to identify areas that students may need further assistance i.e. and providing additional campus resources (myself, writing center, peer health mentors).
Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(3) 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?

*This course has had a long-standing faculty assigned who teaches four (4) sections. This instructor is valuable to the consistency of the course. She has time and again provided peer support and course materials to new faculty assigned to the course. She met with TT faculty and discussed the challenges and opportunities for improvement in the course. There is no need for any alteration in the course and the process for outcomes assessment.*

(4) 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.

*The course is typically set at an enrollment level of 35. Some sections during this reporting period were at 30 students. There is no need to make adjustments based on the enrollments set in HSR.*