General Education Annual Course Assessment Form

Course Number/Title ____HS 1: Understanding Your Health        GE Area _______E________________

Results reported for AY ____2016-2017____  # of sections ____5____  # of instructors ____3____

Course Coordinator: Anji Buckner (Assessment coordinator)        E-mail: anji.buckner@sjsu.edu

Department Chair: ___Anne Demers________        College: ___Applied Sciences and Arts________

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 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?

Students demonstrate an ability to meet GE learning outcome 4 through a writing assignment where they visit a campus (or community) agency to identify the scope and nature of health services and programs that are available to University students.

In general, students who complete this assignment do exceptionally well, with the average student receiving an A. All students who submitted the assignment met the threshold of C or better. Those students who did not meet the threshold, simply did not submit the assignment (15% across all sections total).

The primary lesson learned through this assessment is that this assignment clearly connects to the course, but could be stronger in aligning with the GE learning outcome.

(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.)

This multi-section course will be reviewed by the curriculum committee within the next year to ensure that adequate assessment supports and tools are in place to measure the GELO.
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 the course are consistent in content and support for assessment, but, as indicated in the previous section, the course activities that are currently being used for assessment would benefit from revision to ensure adequate alignment to the GE Learning outcomes.

Currently, the department resources do not allow for a paid course coordinator and this is a limitation that has the potential to impact assessment processes in multi-section courses that are taught predominantly by lecturers who may change semester by semester. The Assessment Coordinator is currently organizing assessment activities and information by course to support faculty so assessment processes can be consistent across courses.

(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.

This course is capped at 40 students, which allows instructors to provide individualized feedback on writing and oral presentation skills. No recommendations for change are necessary.