General Education Annual Course Assessment Form

Course Number/Title ____HS 1: Understanding Your Health ______GE Area ____E_______________

Results reported for AY ____2017-2018___ # of sections ___5____ # of instructors ___3____

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

Department Chair: ___Yoshitaka Iwasaki____ College: of Health and Human Sciences (CHaHS)

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?

GE SLO3: Students will be able to use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.

(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 3 through a writing assignment that invites students to explore a health related campus (or community) resource by interviewing a staff member or volunteer of the organization/service. Faculty indicated that the overwhelming majority of students across multiple sections of this course successfully meet the assignment expectations demonstrating an ability to communicate and engage with a service provide in an effort to gain necessary information about the services available to students. Students who did not meet the minimum requirements either did not turn the assignment in at all or they did not include all of the required elements. Faculty continue to feel that this assignment is an effective class activity and an adequate reflection of communication and social skill development.

(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 is in need of comprehensive planning for assessment to identify additional course-related activities that can be used to demonstrate learning and development. Additionally, there is an ongoing need to ensure that all faculty are adequately prepared to implement consistent assessment activities and rubrics to further support cross-section analysis of student learning.
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 will continue to organize and communicate assessment activities and information to support and engage faculty in assessment processes.

(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.