General Education Annual Course Assessment Form

Course Number/Title  KIN 69 – Stress Management  GE Area : E

Results reported for AY: 2017-2018  # of sections: Fall 2017–4 sections, 3 instructors
Spring 2018 - 6 sections, 4 instructors

Data are reported for 10 of the 13 sections offered; one instructor did not report data on 3 sections during fall 2017.

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Department Chair: Matthew Masucci  College: 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, 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) Which GELO(s) were assessed for the course during the AY?

GELO #3 – 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?

Out of 345 students who were assessed during the fall 2017 and spring 2018 semesters, 92% (317 students) demonstrated a high level of achievement, 7% (23 students) demonstrated an average level of achievement, and 1% (5 students) demonstrated a marginal level or did not demonstrate achievement of the GELO.

A common assignment required in all sections of KIN 69 and linked to GELO 3 is the University Resources assignment. Working in groups, students explore two campus resources that may reduce personal, academic, environmental, or social stressors, and facilitate academic life and student learning. These resources are presented to the class, and each student writes a 2-3 page paper discussing how the resources can help students effectively manage stress and enhance academic life, as well as reflecting on how the group worked together, each group member’s contribution to the project, and how conflicts, if any, were resolved. One purpose of this assignment is to provide an opportunity for students to work in diverse groups, including communicating with group members, delegating the work, and coordinating their class presentation. Additional assessment methods included online discussions, in-class activities including written reflective responses on a Peer Connections workshop focused on working effectively in groups, and role-playing exercises on assertiveness and conflict resolution. One instructor focused the group assignment on exploring outdoor settings in the Bay Area that would allow students to consider incorporating nature and the outdoors as part of their stress management plan. One instructor commented that students
demonstrated a high capacity for discourse and respectful communication in on-line discussions, which were often more robust than in-class discussions. Another instructor reported that after covering information such as verbal and non-verbal communication styles and conflict resolution, many students reported improvements in their stress coping mechanisms, including how to de-escalate disagreements with friends and family members.

(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.)

One instructor reported that students use a “divide and conquer” strategy to complete group assignments, raising the question, “Why groups?” She will include a mini-lecture on the value of collaborative work before the assignment and include additional language in the assignment instructions such as “work together, contributions, conflict resolution”. In spring 2018, she required a picture of the group visiting the university resource together. As a result, she felt that the presentations were stronger and student papers contained a more detailed section of the group’s working relationship. Instructors will continue to discuss ways to modify group projects so that students enhance their ability to communicate and work in a collaborative fashion with others.

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?

All sections of the course are aligned with the Area E goals, GELOs, content, support, and assessment. This is facilitated by using a common syllabus with three assignments linked to the GELOs and a common textbook. However, one instructor does not appear to be requiring the University Resources assignment as specified in the syllabus; this will be followed up by the course coordinator meeting with the faculty member. New faculty meet with the course coordinator before teaching this course, and faculty teaching the course meet regularly during one of the duty days or on study day to discuss and share best practices, resources (e.g., videos, biofeedback), teaching methodologies, assignments, and assessment.

(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.

Area E does not have an enrollment limit. However, because KIN 69 includes a laboratory component (i.e., stress management laboratory activities and use of biofeedback equipment to monitor physiological responses to stress and relaxation), the enrollment cap is set at 30 students. Three writing assignments required in all sections of the course meet or exceed the 1500 word writing requirement.