Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?
   
   Fall 2015: 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. Primary assessment was the University Resources assignment. Working in groups, students investigate university resources that can mitigate stress associated with being in a university environment and/or that can facilitate their development as a scholar and social being within the university environment. Each group presents its information to the class, and each student submits an individual written paper. One instructor used several 5 minute writing assignments focused on nutritional aspects of college life, knowledge of open spaces on campus and in the Bay Area, resources for dealing with the psychological issues related to stress, and peer counseling and support at SJSU.

   Spring 2016: GELO 1 – Students will be able to recognize the physiological, social-cultural and psychological influences on their well-being. This GELO was assessed using the Stress Log assignment, which requires students to keep a 7-14 day journal of stressors, their physiological and psychological reactions to these stressors, the impact of social/cultural factors on their stress responses, and interventions used, or that could have been used, to reduce the negative impacts of stress.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

GELO 4: Overall, students demonstrated a high level of achievement of this GELO. Out of 165 students assessed, 144 (87%) earned a B+ or higher on the University Resources or other assignments used to measure GELO 4, 18 students (11%) demonstrated an average level of achievement (B to C grade), and 3 students (2%) failed to demonstrate achievement of the GELO, or only marginal achievement (C- or lower grade).

Lessons Learned: One faculty member felt that his grading on the University Resources assignment may need to be more stringent. Another faculty member commented that even students who have been on campus two or more years are often unaware of the many resources available on campus to facilitate their development. In the future, she will introduce this assignment earlier in the semester. Another instructor indicated that students are experiencing increasing levels of anxiety, financial and academic stress, as well as nutritional stressors, in some instances. This instructor will incorporate more DVDs and podcasts on food and nutrition as it relates to college life.
GELO 1: Again, students demonstrated a high level of achievement of this GELO. Out of 141 students assessed, 122 (87%) demonstrated a high level of achievement using the Stress Log assignment as the assessment tool, 13 (9%) demonstrated an average level of achievement, and 6 (4%) demonstrated a marginal level of achievement, or failed to master this GELO.

Lessons Learned: One instructor stated that almost all students reported that they experienced several stresses of which they were previously unaware, and/or their stress response was more intense than they realized. Almost all students were able to identify strategies, such as time management, to better deal with these stressors in the future. Another instructor stated that the stressors that students document are almost always socially driven (e.g., friends, break-ups), as well as driven by university and occupational pressures. By analyzing these stressors, students are better able to understand the impact of their sociocultural environment on their well-being. This instructor suggests devising a metric to measure the impact of the sociocultural influences more directly, which would be incorporated into this assignment or another assignment. Another instructor stated that many students expressed surprise that they had physical responses to stressors that they had previously identified as harmless. Many students relied on a few coping techniques rather than a broad range of interventions. Students realized they need to employ more diverse strategies. Based on this, the instructor will incorporate more worksheets and journaling assignments earlier in the semester, and include more time to practice interventions in class. She is also considering adding a small writing assignment after the first week of class to assess what coping strategies are used, which may provide greater insight into the need to begin implementing more strategies. One instructor is incorporating more information on nature trails, parks, and on-campus areas that can be used for meditation and physical activity as interventions for stress.

(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.)

Modifications are indicated above.

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?

Yes, all sections are aligned with the Area E goal, GELOs, content, support, and assessment. The course coordinator meets with new faculty teaching the course. A common syllabus and three assignments, keyed to the GELOs, are used by all instructors.

(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.

N/A – However, sections have an enrollment cap of 30 students because of the laboratory activities, including biofeedback and guided interventions (e.g., progressive muscle relaxation, autogenic training, guided imagery). Also, students complete a minimum of three writing assignments, common across all sections of the course.