General Education Annual Course Assessment Form

Course Number/Title: KIN 69, Stress Management: A Multidisciplinary Perspective  
GE Area: E

Results reported for AY 2016-17  
# of sections: 10 (5 each semester)  
# of instructors: 6

Course Coordinator: Peggy Plato  
E-mail: Peggy.Plato@sjsu.edu

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

GELO 2: Students will recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.

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

Common assignments used by all instructors are linked to the other three Area E GELOs. For this GELO, faculty teaching the course use a variety of methods to assess student achievement including (1) Specific exam questions and written reflection on how stress management techniques may benefit students across the lifespan, (2) Occupational stress paper, examining stressors they may encounter in their careers and stress management techniques that may help mitigate the negative effects of stress, (3) Written reflection on stressors students may encounter across their lives and methods to mitigate these stressors, (4) After watching the documentary “Happy”, a written assignment on how happiness may change throughout the lifespan.

Of 284 students assessed, 80% demonstrated good to excellent achievement of this GELO, 14% demonstrated average achievement of the GELO and 6% failed to demonstrate achievement of the GELO. Comments from faculty included: (1) Students demonstrated a fairly good understanding of coping mechanisms they could use throughout their lives and less understanding of stressors they may encounter in the future. Students did not connect future potential stressors with broader social/cultural policies. (2) In contrast, another faculty member reported that students demonstrated a good understanding of stress they may encounter during their lives and how physiological, social/cultural, and psychological factors may change over time, as well as how their coping strategies may need to change in different phases of their lives. (3) Students demonstrated an awareness that their perceptions of happiness may change as they go through different stages of life; however, there was disagreement between students about what defines being happy and how that relates to stress. The faculty member reported that watching the documentary “Happy”
was an eye-opener for many students. (4) When students felt they benefited from a stress management technique, they shared it with family and friends.

(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 number of modifications were suggested in each instructor’s assessment report; these modifications were discussed at the fall 2017 duty day meeting of faculty teaching the course. Modifications include: (1) Using a reflection activity that asks students to consider their lives in 10-year intervals earlier in the semester, (2) Possibly adopting a lifespan approach when covering diversity and gender issues in relation to stress, (3) In fall 2017, supplementing course material with the Campus Read program – the author of the book discusses several stress management and creative problem-solving techniques he used to deal with life events, (4) Highlighting how different interventions may work better in different phases of the lifespan. Assessment techniques for GELO 2 were shared with the goal of collecting assessment data more specific to the GELO in the future and more consistent across course sections.

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 KIN 69 are aligned with the Area E goals, GELOs, content, support, and assessment. The course focuses on the interrelationship between physiological, social/cultural, and psychological aspects of stress, as well as techniques and resources to mitigate the negative effects of stress. University resources are specifically addressed through a common assignment used in all sections of the course, and at least one instructor has a peer mentor assisting in the class.

(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 a lab component is included in KIN 69, the enrollment cap is 30 students. The lab component includes specific training and practice in relaxation techniques (e.g., progressive muscle relaxation, autogenic training) as well as the use of computerized biofeedback stations so students can monitor how their thoughts affect their physiology.

Three writing assignments used in all sections of the course (stress log, occupational stress paper, and university resources) meet or exceed the 1,500 word writing requirement.