General Education Annual Course Assessment Form

Course Number/Title: RECL 10 – Creating A Meaningful Life  
GE Area: E

Results reported for AY: 2014-2015  
# of sections 9  
# of instructors 7

Course Coordinator: Ms. Billie Jo Grosvenor  
E-mail: billiejo.grosvenor@sjsu.edu

Department Chair: Dr. Anne Demers  
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 SLO(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?

The faculty assessed assignment #1 a reflective paper on the students’ learning from the course material “Nash’s Pyramid of Leisure Time Use.” Seventy three percent of the students assessed received an “A” on the assignment. Seventeen percent achieved a “B” and ten percent achieved a “C.” Per the faculty reporting, students responded with the expected outcomes, they asked questions during the explanation of the assignment and were given a chance to practice comparing events and periods of their lives that coincided with levels of Nash’s Pyramid.

(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.)

As this assignment was newly added to the course upon agreement of the cohort of instructors, the faculty were very satisfied with the assignment and the class climate that was created during the discussion. It has been determined that the assignment will remain in the syllabus. Additional reading material for faculty is being supply to the cohort. The faculty requested support from the course coordinator to be able to bring additional instructional tools in to the classroom. They received the materials.

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?

The RECL 10 Faculty cohort team holds an annual meeting either during the summer or on semester “study day” to discuss the GE objectives as they relate to the assignments in the course. They discuss the outcomes of student learning. They each share what is working best and least in relation to pedagogy. The team shares resources and tools. They are committed to the outcomes being aligned with the general education objectives.

(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 SLOs for writing.

No comment is required in this section for RECL 10.
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