General Education Annual Course Assessment Form

Course Number/Title __RECL 10: Creating a Meaningful Life_____ GE Area ______E_____________

Results reported for AY __2016-2017__ # of sections ____3____ # of instructors ____2______

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

Department Chair: ____Anne Demers_______ College: ____Applied Sciences and Arts__________

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 SLO2: Students will be able to 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?

Students demonstrate an ability to recognize the interrelation of physical, social/cultural, and psychological factors on their development through two different activities. In the Leisure Lifestyle Writing Assignment students are required to discuss how their physiological, social/cultural, and psychological well-being has been affected by participating in activities across the lifespan. The second measure is six different quiz questions covering the components of wellness, the relationship between wellness and environment and self, the leading causes of death, and the value of leisure.

Overall, students demonstrated learning and an ability to recognize these relationships through both activities. With the writing assignment, 100% of students received a C or higher (44% A, 36% B, and 15% C). On average, 94% of all quiz questions were answered correctly.

(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.)

No recommendations for changes are currently noted. For this GE learning outcome, the quiz questions are clear and straightforward and the results show that students are able to recognize the interrelationships of complex factors that influence human development. The essay prompt is an appealing complement to the quiz questions because it offers the student an opportunity to articulate the relationship between wellbeing and development from their own experiences.
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?

Currently, the documentation for assessment processes for this course is being reviewed by a program leader, and the Assessment Coordinator is organizing assessment activities that have been identified by instructors. These processes and expectations for assessment data collection and analysis are being communicated to instructors through a newly implemented department Canvas assessment site.

(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 45 students and there are no recommended changes at this time. Instructors are able to provide adequate feedback to individual students on writing and oral presentation skills.