General Education Annual Course Assessment Form

Course Number/Title __RECL 10: Creating a Meaningful Life____ GE Area ________E______________

Results reported for AY __2017-2018__  # of sections _FA17: 6; SP18:5___ # of instructors ___5______

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

Department Chair: ___Yoshitaka Iwasaki_____ College: of Health and Human Sciences (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 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 learning outcome 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?

All sections utilize the same assignment to assess this GE learning outcome: Buddy/Campus Discovery Event. Additionally, during the Fall 2017 semester two sections piloted a follow up survey asking students about their social skills and activities that were most helpful in supporting their further development of social skills and interpersonal relationships.

For assignment #2: Buddy/Campus Discovery Event, the following items were assessed from the assignment: (#3) What social skills were required to enhance your learning? (#6) How was your overall well-being affected by participation in this event as an individual or group? Across all sections, the majority of students (e.g. average 37/40) reported that they used a variety of social skills to participate in the activity and their wellbeing was positively impacted through the activity.

Two sections piloted a survey to inquire more about social skills and interpersonal relationships that are enhanced through course-related activities. In both sections, the results were helpful. In one section, 30/38 students completed the survey and reported that they used a number of skills and found themselves engaging more with diverse groups of students. Additionally, 29/30 respondents reported that they had made new friends as a result of the course. In the second section, the results were similar in that the majority of students reported using many social skills in their interactions and building on their interpersonal relationships. Both instructors that piloted the survey have recommended that a self-assessment would be a good addition to the course in terms of supporting faculty assess the GELO as well as supporting student awareness of their continued development in these areas.
The faculty learned that this activity continues to support student development/enhancement of social skills and interpersonal relationships. Faculty reflection suggests that it would be helpful to remind students of the definition of social skills and build in additional in-class activities/discussion to brainstorm examples. Additionally, the faculty who piloted the survey felt that this is a good approach to continue to incorporate into all sections to learn more about what students know and feel they are gaining in terms of social skills and interpersonal relationships through specific course related activities.

(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 course.

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?

The teaching team met as a group twice during the academic year to discuss course consistency, student learning, and assessment. A document organizing the assessment process was created, shared, and discussed and this document will serve as the primary source for ensuring consistency in assessment. The document designates the details of what activities are used for the assessment of each of the GE learning outcomes that this course meets.

(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 was 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.