General Education Annual Course Assessment Form

Course Number/Title _Nurs 138_________________________ GE Area __S__________

Results reported for AY ___2018-2019_________ # of sections __4_________ # of instructors 3

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Department Chair: _Colleen O’Leary-Kelley_________College: _Health and Human Services___

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?

GELOs 1-4 were assessed for AY 2018-2019

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

This course meets the requirements for a GE Area S course and the standards and rigors of the nursing program.

A) This course continues to require intensive faculty time. In addition to class preparation, faculty workload was impacted by the need to review student reflections and to provide thoughtful feedback in the major papers. Reflective papers often involve self-disclosure and may include extremely sensitive personal information. Thus, faculty must temper constructive criticism with sensitivity to the student’s circumstances. During class discussions students disclose personal information and experiences reflecting inequality and the impact of societal influences.

B) Students once again reported that the reflection activities took a “lot of time”. Students want more content on resume building and interview skills since they will be graduating at the end of the semester. A staff member presents information in class on resume building and preparing a cover letter.

C) Students report that they found it difficult to deal with vulnerable populations such as patients with mental health disorder and homeless, substance abuse patients and ESL patients. Students were not able to see improvement as a result of their interventions as these occur over time. The lack of immediate results and the inability to quickly “fix” issues emerged as a stressor for students.
(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) Plan to maximum class size of N=35. This has been a difficult task to achieve due to faculty assignments needed in other courses to teach. An enrollment of 44 students this past semester has been a heavy faculty workload with all the required assignments.

B) Maintain student reflective activities and assignments. Although the assignments and reflective activities are time-intensive, they are valuable and appropriate for these senior nursing students.

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?

A. Both sections of this course are aligned with GELO and CLOs. Faculty interact and collaborate on the course so that all students receive the same materials. New faculty will be co-teaching the course in the next semester. The primary faculty will provide an orientation to new faculty on course assessment tasks.

(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.

A. The department has made efforts to reduce the number of students per section and increase number of sections. Through a curriculum redesign planned for Fall 2020, the advanced placement students will have a separate course, from the general baccalaureate students. This will make the course section sizes more manageable for faculty.

B. In the meantime, we will assign new faculty to co-teach the course sections to reduce faculty workload and enhance feedback.

C. Written assignments are divided over the 15-week course to allow for ample feedback from faculty to students on the writing quality. Multiple oral presentation are assigned as both student individual and Group Graded Activities. Both assignments utilize a rubric to provide feedback to students and formulate assessment by the faculty of record. In addition, formal peer evaluations are conducted for student’s oral presentations.