General Education Annual Course Assessment Form

Course Number/Title  GER0/SCWK 107 Aging and Society  GE Area $

Results reported for  AY 2016-17  # of sections 3  # of instructors 1

Course Coordinator:  Sang E. Lee  E-mail: sang.lee@sjsu.edu

Department Chair:  Peter A. Lee  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?

GELO 1: Students will be able to describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

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

Students study the implications of aging for individuals and societies with an emphasis on issues of aging related to diversity, equality, and structured inequalities in the United States.

This course uses a variety of learning strategies—reading, reflective writing, group discussion, lecture, guest speakers, research papers, and exams. Assignments were graded as such for a cumulative total of 500 points: (i) three exams (75 points each); (ii) service learning/paper/presentation (Option A) or two research paper presentations (Option B) (200 points); (iii) two perspective papers (30 points); and (iv) three in-class responses (5 points each).

Semester grades will be based on the following formula with a total of 500 possible points:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>495+</td>
<td>A+</td>
<td>355-369</td>
<td>D+</td>
</tr>
<tr>
<td>475-494</td>
<td>A</td>
<td>340-354</td>
<td>D</td>
</tr>
<tr>
<td>460-474</td>
<td>A-</td>
<td>325-339</td>
<td>D-</td>
</tr>
<tr>
<td>445-459</td>
<td>B+</td>
<td>324 or less</td>
<td>F</td>
</tr>
<tr>
<td>430-444</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>415-429</td>
<td>B-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>400-414</td>
<td>C+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>385-399</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>370-384</td>
<td>C-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Total number of students enrolled in three sections = 71
- Total number of students whose final grades are reported = 59
- Benchmark: All students enrolled in the course being assessed should achieve a minimum grade of 80% (B- or above) on the assessed assignment.
- Assessment results:
  - 90% or above: 32% (n=19)
  - 80% to 89%: 51% (n=30)
  - 70% to 79%: 9% (n=5)
  - 69% or below: 9% (n=5)

The results were anticipated based on the level of the students’ participation and interest in the subject. Most selected to complete the service learning option which helped contribute to further engagement with the course content, and with subjects and issues discussed in class that were then applied in their service learning experiences.

(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.)

The students reported enjoyment in learning about the many community services, government programs, technology start-ups, and healthcare entities as these activities relate to aging. They were required to bring in (and share) up-to-date research and technological advances. This requirement helped peak the students’ interest further in the field.

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 course contents and assessments are structured in alignment with the area goals and GELOs, and the course was delivered following the set structure.

(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 enrollment is consistent with GE guidelines. No modification in regard to providing student feedback is indicated.