**General Education Annual Course Assessment Form**

**Course Number/Title**: ChAD 106 / Concepts of Childhood  
**GE Area**: V

**Results reported for AY**: 2016-17  
**# of sections**: 14  
**# of instructors**: 4

**Course Coordinator**: Robin Love  
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**Department Chair**: Toni Campbell  
**College**: Education

**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?

   All GELOs were assessed in each semester (including summer 2016 sessions). GELOs are assessed through the agreed upon use of signature assignments in all sections of the course (e.g., a research paper and final exam questions). As an example, GELO2 is assessed through an embedded question in the final exam that asks students to draw upon information presented in the class materials to identify an example of how the historical context of ideas about childhood and cultural tradition(s) from outside the U.S. have influenced Americans' view of childhood. Alternatively GELO1 is assessed using the Research Paper that asks the students to systematically compare two countries (outside the United States) in regard to one of the contemporary global issues associated with children (i.e., child labor, education, child soldiers/refugees, or children's health).

   Faculty members teaching ChAD106 are required to report the number of students in their section(s) who received a score of “B+ or higher,” the number of students who received a grade of “B to C,” and the number of students who received a grade of “C- or lower” on each of the signature assignments. The course coordinator collects and compiles this information for every each semester.

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

   During the AY 2016-2017, 14 sections of ChAD106 were offered with a total of 347 students enrolled. The assessment data were collected from all sections of the course, and the results suggest that the majority of the students were successful at attaining the General Learning Outcomes.

<p>| Student Attainment of Area V GELOs on Signature Assignments in AY 2016-2017 (Total Enrollment = 347) |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|</p>
<table>
<thead>
<tr>
<th>GELO1 (Research Paper)</th>
<th>Average of B+ or higher</th>
<th>Average of B to C</th>
<th>Average of C- or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>152 (44%)</td>
<td>127 (37%)</td>
<td>68 (19%)</td>
<td></td>
</tr>
<tr>
<td>GELO2 (Exam Question)</td>
<td>173 (49%)</td>
<td>131 (38%)</td>
<td>46 (13%)</td>
</tr>
<tr>
<td>GELO3 (Exam Question)</td>
<td>147 (42%)</td>
<td>136 (39%)</td>
<td>64 (19%)</td>
</tr>
</tbody>
</table>

   The faculty members who teach the ChAD106 course continue to meet regularly to share resources and teaching strategies, as well as discuss assessment. While we are largely satisfied that the majority of students (80% or more) are successful in the course, we continue to discuss ways to more effectively help students to understand the GELOs.
The data suggest that a consistent number of students (an average of 17%) struggle in their efforts to attain the General Education Learning Outcomes on signature assignments (with a score of C or higher). We work to find strategies to address that concern.

- Concerns regarding student attainment of GELO1 and GELO2 based on assessment data in the 2015-2016 AY led to the development of course-specific libguide. The course coordinator worked with the department librarian who put together an online set of resources to better support ChAD106 as they worked on the Research Paper (the signature assignment used to assess GELO1). This libguide can be found at the following URL [http://libguides.sjsu.edu/chad106](http://libguides.sjsu.edu/chad106). After some modification, the libguide will be available for use in Fall 2017. Faculty plan continued use of direct instruction and development of class activities that support student understanding of GELO2.

(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.)

There are no major modifications planned for the course in the upcoming year. We will continue to discuss the data gathered through the course assessment and consider how to improve our assessment activities. We also will continue to develop our optional resources and activities for instructors that can be used to help students in their efforts to meet the Area V learning outcomes. We will be looking at the use of the new ChAD106 libguide to see if it improves students’ ability to find research and examples for use in the attainment of GELO1 in the Research Paper Assignment.

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?

All sections of the ChAD106 course are aligned with area Goals, Student Learning Objectives, Content, Support, and Assessment. The course coordinator collects and reviews faculty syllabi (as well as assessment reports) for each section of the course every semester.

(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).

We do not have large course sections that exceed the stated enrollment limit. Given the moderate class sizes, instructors are able to provide students with substantive feedback on both the quality and form of their writing through a variety of different written tasks. We also make sure that students exceed the writing requirement of 3,000 words.