**General Education Annual Course Assessment Form**

Course Number/Title: ___ChAd 75__________  GE Area: ______D______

Results reported for AY: 2013-2014  # of sections: 5  # of instructors: 2

Course Coordinator: ___Maureen Smith___  E-mail: ___Maureen Smith@sjsu.edu_

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**, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

**Part 1**

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

**SLO #1** – Place contemporary developments in play, imagination, and creativity in cultural, historical, environmental, and spatial contexts;

**SLO #3** – Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues as they apply to play, imagination, and creativity

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

**SLO1** was assessed with a two assignments. The first assignment asked students to explore how changes in the concepts of childhood and children’s literature shape play and imagination in childhood. The second assignment asks students to use social science research to explore how the physical and social environments of the workplace impact and shape adult creativity.

Students clearly mastered SLO1. On the Concepts of Childhood and Children’s Literature, out of 66 students, 34 students in three sections received a B+ or better on the assignment. An additional 13 received between a C and a B and 15 received less than a C on the assignment. On the Business Environment assignment, out of 66 students, 40 students received a B+ or better on the assignment. An additional 18 received between a C and a B and 14 received less than a C.

**SLO3** was assessed with the Business Environment research paper described above.

Students were also able to successfully master SLO3 as demonstrated by their Business Environment paper. Specifically, out of 55 students, 43 received a B+ or better and 9 received between a B and a C, and only 3 received less than a C on the assignment.

**Lessons Learned:**

Scores on the Concepts of Childhood and Children’s Literature improved when the background reading for the assignment was changed. It also appears to have improved with addition of an in-
class jigsaw activity examining modern play around the globe. However, the faculty teaching the class reported that students have difficulty articulating how play and literature in non-western cultures might have varied from western cultures prior to the global era. Scores on the Business Environment are more than acceptable, but it was noted that students struggle to address the bigger picture with respect to social issues on this assignment.

(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.)

To assist students with the historical perspective with respect to SLO1, guest speakers and/or sample books and child-rearing philosophies will be incorporated into class discussions. Addressing students’ ability to articulate bigger social issues (e.g., gender and racial discrimination) will be more difficult to address. I will work with the faculty teaching this class to generate ideas to address this issue.

Examining this data also suggests that there is a higher rate of exceptionally good grades than one would expect in a lower division GE course, given the level of rigor these assignments require. I will be monitoring this closely over the next academic year.

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?

Yes, the department uses a course coordinator approach to standardizing the teaching of our GE courses across multiple sections. The coordinator, after consultation with the faculty, provides all course instructors a required syllabus, text/readings, and signature assignment(s) for assessing student learning outcomes.