General Education Annual Course Assessment Form

Course Number/Title: HS 15 – Human Life Span   GE Area: D1

Results reported for AY 14-15  # of sections: 10 (total from both terms) # of instructors: 7 (total from both terms)

Course Coordinator: Ms. Billie Jo (BJ) Grosvenor   E-mail: billiejo.grosvenor@sjsu.edu

Department Chair: Dr. Anne Demers   College: CASA

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 SLO(s) were assessed for the course during the AY? SLO #2 (per general education form)

SLO 2: Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

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

The faculty assigned to the course value assessment and were able to generate data that represents the SLO being assessed. There were two differing sets of data submitted, one that focused on student group presentations – focus – health issues. The second set of data submitted was gathered from a combination of three exams (1, 2 & 3). Both yielded substantive suggestions for what was working and proposed modifications.

Team presentations – all sections reported met the HSR dept. standard of 80% threshold. The value once calculated was 98% met the standard.

Exam data – 73% of students assessed met the 80% threshold. 23% met a grade expectation of a “C” grade. The faculty anticipated the results following quizzes, two exams, and homework assignments. The whole team – Noonis, Houts, Hoffman, Ash and Bondi – collaborated throughout the semester to tweak lecture content, quizzes, class activities, exam content, and writing assignments to ensure alignment with the Santrock textbook, public health theory, as well as current events in the news related to Lifespan Development.

(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 begin the faculty have determined using a single grading rubric for a team presentation is problematic and does not delineate grades sufficiently. The team teaching will review this team assignment and will examine different rubrics for grading purposes.
The team does not care for the John Santrock textbook, which takes a heavy psychology approach rather than a balanced public health approach, as we would like for the Dept. of Health Science & Recreation. The book also states many gross generalizations about populations of people, and although cited, students/readers have complained that the tone and voice come through as "white, privileged, male, old-school" rather than a multi-cultural perspective. Times have changed, and SJSU needs to adopt a new book with a global outlook for this course. I hope that Drs. Ta and Worthen will spend time reading and choosing a more fitting textbook for our course, as well as developing a writing assignment appropriate for freshmen and sophomores.

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?

The faculty meet a minimum of one time per year to discuss results of assignments and modifications to explore. All sections are in alignment.

(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 SLOs for writing.

Health Science 15 - Life Span Development is capped at 35, with some courses enrolled to 30 based on room allocation. Based on the learning necessary to demonstrate success with the competency expected in this area (D1) the faculty in HSR have determined that 35 is a maximum number desired for instructional and learning purposes. This course has not exceeded the maximum enrollment of 40 students. No action required in this section.