General Education Annual Course Assessment Form

Course Number/Title ANTH 025 Human Lifecourse in Context

Results reported for AY 2012-2013

# of sections: 4

# of instructors: 1

Course Coordinator: Chuck Darrah

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Department Chair: Chuck Darrah

College: Social Sciences

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?

Student Learning Objective #4: Students shall recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment.

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

Students complete a sequential set of seven assignments (Choosing a Path) in which they identify and reflect upon their choice of major and potential careers; skills they anticipate developing; analysis of relevant jobs and their characteristics; and conduct an interview with someone working in the area of their interest. The assignments build upon each other and, for freshmen and sophomores, it is a challenging set of tasks. The students almost universally appreciate the assignment and state that they have never really thought in depth about the relationships between their educational choices and possible careers/jobs in such depth, and how both fit into their life course. Students are thoughtful and reflective, and based on the student feedback, the assignment is more than accomplishing the learning objective.

(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.)

No changes are planned. Versions of this assignment have long been used in the class and it has been continuously refined over the years. It works well and the students learn a lot about themselves and their goals. The rich content of the materials submitted by students provides the instructor with a nuanced assessment of student learning.

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?

I helped develop this course and taught it for years; Dr. Anderson is has been the regular instructor for many years. Only one other instructor occasionally staffs the course (Dr. Cate), so it benefits from stable and qualified staffing. The course is tailored to the area goals and SLOs, and it is obviously uniformly taught. No actions are planned beyond the continuous pedagogical reflection and modifications that characterize this assignment and course itself.