General Education Annual Course Assessment Form

Course Number/Title: ChAD 60 – Child Development

GE Area: E

Results reported for AY: 2013-2014

# of sections: 4
# of instructors: 3

Course Coordinator: Emily Slusser

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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**, 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?

SLOs 1, 2, 3, and 4

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

A major component of this course is a Service Learning experience, during which students must spend a minimum of 20 hours working with children and youth. Students are required to reflect on this experience (e.g., how this experience has influenced their personal development, how they have contributed to a larger social system, what they have learned about the major themes discussed in this course) throughout the semester. Near the end of the semester, students compose a comprehensive essay drawing on these reflection activities. SLOs 1-4 are evaluated through students’ grades on this signature assignment.

Students’ grades on this assignment were as follows:

56% = A; 25% = B; 7% = C; 3% = D; 4% = F, 5% = Not Submitted

With a clear majority of our students receiving a passing grade, and over half of our students achieving an excellent grade on this assignment, we are happy to report that our students have developed a clear understanding of each SLO. This assessment shows that 20 hours of Service Learning, with corresponding opportunities for reflection, provides students with real-world experiences that help them to learn about their individual roles in society as well as the basic principles of human 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.)

We plan to revisit and revise the signature assignment so as to:

(a) Better align each prompt with the GE SLOs.

(b) Allow additional flexibility for students to address the prompt currently aligned with SLO 3. (At present, students must interview their Service Learning site supervisor. With some sites accommodating 50 or more ChAD 60 students, this one-on-one interview can be difficult to accommodate. With this revision, we plan to allow students the opportunity to interview other (off site) professionals with established careers working with children/youth).

(c) Establish a more detailed rubric to allow for increased standardization across sections.

The site coordinator will meet with all ChAD 60 faculty to plan and discuss each of these revisions before the Fall 2014 semester begins.

We will continue to meet challenges of increasing enrollment demands by maintaining and expanding partnerships with local community organizations and by offering a series of large (120+ students) and small (30 students) sections. No further modifications are planned.

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.

See course syllabus to see how each assignment is aligned with the GE and Department SLOs.

(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.

n/a