General Education Annual Course Assessment Form

Course Number/Title: HS 01 – Understanding Your Health  
GE Area: GE Area-E

Results reported for AY: 2013-14  
# of sections: 2  
# of instructors: 1

Course Coordinator: Dr. Van Ta  
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Department Chair: 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, 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?

Response - GELO #4. Students will be able to 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.

Response – GELO #2. Students will be able to recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.

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

<table>
<thead>
<tr>
<th>PERCENTAGE OF STUDENTS DEMONSTRATING COMPETENCE</th>
<th>Assignments Related to General Education Learning Outcomes – GELO # 4</th>
</tr>
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</table>
| 69% or below  
70% to 79%  
80% to 89%  
90% or above | INSTRUCTION: GELO #4. Students will be able to 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. |
| Place the % of students below  
Place the % of students below  
Place the % of students below  
Place the % of students below | INSTRUCTION: TEAM PRESENTATION:  
Teams of 5 or more students will facilitate a group activity that relates to the subject of discussion for a given topic. The purpose of the group activity is to help demonstrate concepts presented in the readings. Criteria for presentations will be discussed in class. Teams will be randomly assigned a date for the presentation. |
| 3%  
6%  
15%  
76% | Student data |

<table>
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<tr>
<th>PERCENTAGE OF STUDENTS DEMONSTRATING COMPETENCE</th>
<th>Assignments Related to General Education Learning Outcome – GELO #2</th>
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</table>
| 69% or below  
70% to 79%  
80% to 89%  
90% or above | INSTRUCTION: GELO #2: Students will be able to recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan. |
### INSTRUCTION: PAPER

Describe the cultural influences on how you perceive a specific health topic. The paper should include: Choosing a specific health topic: Heart disease, sexually transmitted diseases, reproductive health, HIV, cancer, etc.

1. Identifying your culture: It may be how you identify your race or ethnicity, but also consider gender, age, religion, sexual orientation, whether you are physically challenged, geographical location, socio-economic level, etc.

2. Describing how the culture in which you identify influences your feelings, attitudes, and behaviors related to the health. Using abortion as an example – is this topic openly discussed in your culture? How is it viewed – accepted, tolerated, or condemned? Is your view about abortion the same as, or different from, your parents and grandparents? What are the verbal, non-verbal messages that are conveyed about abortion? Do you think your children will view abortion the same way you do? How have you been influenced by these cultural messages?

3. Being creative – you may choose to interview a family member (parent, grandparent, aunt, etc.) or anyone else to obtain your cultural insights.

### Student data

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<tr>
<td>6%</td>
<td>3%</td>
<td>26%</td>
<td>65%</td>
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(2) **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.)**

Response - GELO #4 - No current modifications are planned for this assignment.

Response – GELO #2 - Students are encouraged to choose a health topic of their choice and explore their values, beliefs and attitudes from their cultural perspective. This gives an understanding of where their belief system stems from and a starting point for discussion about their viewpoints. Self-enlightenment and realization are gained from this writing assignment and plans are to continue this assignment. Modifications are anticipated from this current assignment by eliminating the creativity and originality category from the grading rubric (worth 15 points) to reflect more emphasis on writing/sentence structure (50% content and 50% writing mechanics).

### 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?**

Response - GE Learning Objectives are embedded in the course assignments and are in alignment in all sections offered.

(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.**

Response - N/A for HS 01