General Education Annual Course Assessment Form

Course Number/Title: KIN 69, Stress Management: A Multidisciplinary Perspective  
GE Area: E

Results reported for AY: 2013-2014  
# of sections: 10  
# of instructors: 4

Course Coordinator: Peggy Plato  
E-mail: Peggy.Plato@sjsu.edu

Department Chair: Matthew Masucci  
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?

**Fall 2013: SLO #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.

**Spring 2014: SLO #1:** Students will be able to recognize the physiological, social/cultural, and psychological influences on their well-being.

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

**Fall 2013:** 5 sections, 173 students assessed. 74% demonstrated a high level of achievement (B+ or higher) of SLO #4, 23% demonstrated an average level of achievement (B to C grade), and 3% demonstrated a marginal level of achievement (C-or lower). In 4 of the 5 sections, the University Resources assignment was used to assess achievement of SLO #4. Working in groups of 3-5, students gather information on two university resources (assigned in class) that may reduce personal, academic, environmental, or social stresses, and facilitate academic life and student learning. Each group presents its information to the class, and each student writes a paper summarizing his/her contributions to the group, how the resources presented by the group may help student effectively manage stress and/or enhance academic life, and the group’s dynamics (e.g., project organization, time management, communication, conflict resolution). In one section, students shared everyday stressors with other class members on a weekly basis, responded to different themes orally and in writing, and discussed the racial incident that occurred during the fall semester.

**Spring 2014:** Assessment data for SLO #1 was reported by one instructor (25 students). (One instructor mistakenly reported assessment data for SLO #4, and one instructor, who taught 3 sections, did not submit assessment data before leaving to begin a doctoral program.) For the section reporting assessment data, 81% of the students demonstrated a high level of achievement
on SLO #1, 18% demonstrated an average level, and 1% demonstrated a marginal level. All sections of the course require a Stress Log assignment. Students record stressors encountered for at least 1 week, their physiological and psychological responses to those stressors, and interventions they used, or could have used, to reduce the negative effects of stress. Students summarize patterns they observe in the types of stressors encountered, how they responded to these stressors, and their coping strategies.

(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.)

Both the University Resources and Stress Log assignments were developed to specifically assess SLO#4 and SLO#1, respectively. Students have responded positively to these assignments over the years. One instructor indicated that she planned to add additional laboratory activities to reinforce material (e.g., coping strategies and directed relaxation). Another instructor indicated that the University Resources assignment is useful to acquaint students with campus resources yet, more importantly, to teach students how to work in diverse groups, delegate workload, and communicate. We feel the assignments are effective, but we can continue to reinforce the connection between material presented and its application in these assignments and in students’ everyday lives.

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?

All sections are aligned with the Area E goals, SLOs, and content. We will follow up with one instructor who did not mention using the University Resources assignment to assess SLO #4 as this is 1 of 3 assignments included on all course syllabi.

(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.

Area E does not have an enrollment limit, but we typically have an enrollment cap of 30 students/section because we include a stress management/biofeedback laboratory component in the course. During the 2013-14 academic year, the laboratory was not available due to the YUH renovation. Enrollments ranged from 25-42 students/section. Instructors use a common green sheet with 3 assignments that require writing (Stress Log, University Resources, and an Occupational Stress or Mini-Review paper), so students do receive practice and feedback on writing.