**General Education Annual Course Assessment Form**

Course Number/Title: KIN 69, Stress Management: A Multi-Disciplinary Perspective
GE Area: E

Results reported for AY 2014-2015

# of sections: 10 total (5 fall, 5 spring)

# of instructors: 6

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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?

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

GELO#3: Students will be able to use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.

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

KIN 69 instructors do not have a common assignment to assess GELO#2. Methods included: (1) An occupational stress paper, where students explore stressors and methods of coping with stress in their future professions by reading/citing two professional references and interviewing someone working in that field. (2) In small groups, discussing specific age-related issues and accompanying stressors, e.g., 1st semester frosh, recently graduated, starting first professional job, retirement. Overall, 94 students were assessed, with 83% demonstrating a high level of achievement (B+ or higher) on GELO#2.

While it is difficult to assess whether students use appropriate social skills and develop positive interpersonal relationships, all KIN 69 sections require a University Resources paper and presentation. Working in groups, students investigate two university resources that can help students reduce stress and/or enhance academic life, and then present these resources to the class. As a member of a small group with a specific task to complete, students have the opportunity to interact and work with other students from diverse backgrounds. Overall, 133 students were assessed with 86% demonstrating a high level of achievement (B+ or higher) on GELO#3.

(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.)

Several modifications are planned. (1) Faculty who teach the course will meet and discuss adopting a common assignment that can be used to assess GELO#2. A common green sheet and textbook are used by all instructors who teach the course. Common assignments are linked to the other three Area E GELOs; this is the only GELO that does not have a common assignment linked to it. Although we want to allow some flexibility on how faculty approach and assess GELO#2, a common assignment may help to ensure that development and stress across the lifespan are adequately
covered and assessed. After receiving the assessment form to report results at the end of the semester, a new instructor wrote, “This assessment shows that my curriculum for the Stress Management course is incomplete in its ability to explicitly assess SLO#2 and must be remedied. In the semester of Fall 2015, an assignment will be created for the students to reflect specifically on the stressors they have faced, are facing, and will face over the course of their lives and how physiological, socio-cultural, and psychological factors will play a role in their experience.” (2) Although a pre-semester meeting is held for KIN 69 faculty, attendance has been a little sporadic recently, particularly since some instructors also teach at other institutions, and schedules conflict with our duty day meeting. However, it has become clear that we need to find a time when all can meet and discuss assessment. From the assessment data collected, it is clear that one instructor is reporting achievement on the GELOs based on the students’ final grades in the course. The assessment form used to report data states, “Course grades or an overall exam grade do NOT provide evidence of student achievement of the SLO. Specific assignments (or parts of assignments), or responses to exam questions targeted at this SLO are examples of ways that student achievement on specific SLOs can be assessed.” However, this needs to be reinforced, and faculty teaching the course need to discuss ways to enhance our assessment of student achievement, as well as continue to discuss what is working well in the course and creative ways that faculty have found to engage students in the course content. (3) As has been done with other KIN GE courses, a Canvas site will be set up with faculty resources – this should provide additional support when new faculty are assigned to the course.

Part 2

(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, student learning objectives, content, and support. Using a common green sheet and textbook help to ensure that when new instructors are assigned to the course, the focus remains on the Area E goals and GELOs, as well as the course-specific outcomes. As indicated above, faculty teaching the course will meet to specifically discuss assessment and ways to enhance the quality of the data being collected on student achievement of the GELOs.

(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.

This is an Area E course, so it does not have a stated enrollment limit. However, because KIN 69 includes a laboratory component (e.g., training and practice of specific relaxation techniques such as progressive muscle relaxation and guided imagery, as well as use of biofeedback equipment to monitor physiological responses), our course cap is 30 students. The largest section during the 2014-15 academic year was 35 students. Three common writing assignments are required in all sections of the course to meet the 1500 word writing requirement, and to provide practice and feedback.