General Education Annual Course Assessment Form

Course Number/Title  UNVS 96GE  GE Area  E

Results reported for AY  2013-2014  # of sections  1  # of instructors  1

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Department Chair  Dr. Dennis Jaehne  College  Undergraduate Studies

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 (Fall 2013)?

GE SLO #1 – Students should be able to recognize the physiological, social/cultural, and psychological influence on their well-being.

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

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

GE SLO #1 was assessed with a paper in which students examined the interrelations among the domains of development as well as how different disciplines approach the topic with respect to human development in these domains. It was also assessed by having students complete the Part 2 of Global Villager Reflection assignment in which students explored how the interrelations among the developmental domains shape human well-being in different parts of the world. Students successfully demonstrated their understanding of the impact of the interrelations among the developmental domains on their well-being on the Global Villager Reflection assignment. Thirty-two students received an A, and nine received a B. Only 7 students received a C or less on the assignment, but 10 students did not submit the assignment. (See the comments below).

The other assignment used to assess this GE SLO was a paper that extended the analysis completed in the paper that assessed GE SLO #2. It is clear that more students now understood the impact of the developmental domains and the interrelations among them relative to the first paper. For paper 2, the clear majority of students received a C or better on this assignment (21 = C, 17 = B, and 7 = A). Nine students did not submit the paper.

GE SLO #2 was assessed with a brief research paper that examined an important global topic from a human development perspective by looking at that topic in the context of a domain of development and across at least two developmental periods. It was also assessed with an activity that had students explore their own global citizenship in the context of the developmental domains across the lifespan.
Students were able to successfully demonstrate their understanding of the interrelations among domains over the lifespan on the Global Citizen Self-Reflection. Specifically, 29 students received an A, 7 received a B, and 3 received a C. Four students received Fs, but mostly for late submissions. Unfortunately, 15 students did not submit the assignment – see comments below. Scores on the term paper, which required use of empirical research and a formal structure, were more varied, but still indicate that the vast majority of the students mastered this GE SLO at an acceptable level: 25 students received a C, 10 students received a B, and 7 students received an A. Twelve students received a D or F and five did not submit the paper.

(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.)

Given the trends noted above, several modifications will be implemented the next time this class is offered: (1) There may have been too many smaller assignments; some of these can be combined or presented as options that students can choose from; (2) A drop-in (TA and/or Professor lead) writing workshop held before the paper proposal or outline assignments are due may help students improve their formal writing and research paper skills; and (3) making use of the Peer Mentor support system for struggling students, requiring students who miss the first one or two assignments to meet with the TA or Professor (on-line and/or in person) may help guide these students back in the right direction.

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?