General Education Annual Course Assessment Form

Course Number/Title: ChAD106: Concepts of Childhood    GE Area: SJSU Studies Area V

Results reported for AY: 2013-2014    # of sections: 24    # of instructors: 7

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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?

All SLOs were assessed in each semester (including Summer 2013 session and sections of the course offered as part of the High Demand Online Program in Fall 2013 and Spring 2014). SLOs are assessed through the agreed upon use of signature assignments in all sections of the course (e.g., a research paper and final exam questions). As an example the Research Paper is used to assess SLO1. In this assignment, students are asked to choose one of the global issues affecting children addressed in class (e.g., infant health, education, child labor, or child soldiers) and systematically compare how three different countries are dealing with that concern. Students use current scholarly research, factual information from government documents and non-profit global organizations, as well as first-hand images and artifacts from each country to draw their conclusions. SLO2 and SLO3 are assessed through embedded questions in the final exam of the course. Faculty member teaching ChAD106 is required to report the number of students in their section(s) who received a score of “B+ or higher,” the number of students who received a grade of “B to C,” and the number of students who received a grade of “C- or lower.” The course coordinator collects and compiles this information each semester.

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

During the AY 2013-2014, 24 sections of ChAD106 were offered with a total of 652 students enrolled. The assessment data was collected from all sections of the course, and the results suggest that the majority of the students were successful at accomplishing the Student Learning Objectives. For SLO 1, 43% of students were reported to earned a “B+ or higher” on the signature assignment, 39% achieved a grade of “B to C,” and 18% earned a grade of “C- or less.” For SLO 2, 46% of students earned a “B+ or higher” on the final exam essay assessment, 32% achieved a grade of “B to C, “and 22% earned a grade of “C- or less.” And on SLO 3, 44% of students earned a “B+ or higher” on the corresponding final exam essay, 40% achieved a grade of “B to C, “and 16% earned a grade of “C- or less.”
The faculty members who teach the ChAD106 course continue to meet regularly to share resources and teaching strategies, as well as discuss assessment. While we are largely satisfied that the majority of students are successful in the course, we continue to discuss ways to more effectively help students to understand the SLOs. A number of instructors have commented on SLO2 as being challenging for students to understand. Different instructors have shared activities they use and others have included more direction instruction on this particular topic. The current assessment data suggest that this approach is working (as the percentage of students successfully completing the embedded exam question has moderately increased), but we are continuing to explore new teaching strategies and materials. The faculty also discussed modifying the Research Paper assignment, which is used to assess SLO1.

(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.)**

One of the modifications first discussed in the 2012-2013 AY was to update the Research Paper. This assignment is used as an assessment measure for SLO1. ChAD106 instructors met to talk about possible changes in that assignment, and it was agreed that the Summer 2014 sections of the course would pilot a revised Research Paper. The first revision proposed by the faculty was to reduce the number of countries (outside the U.S.) that students addressed in the paper from three to two. We felt that would allow the students to go into more depth in their research and analysis. The ChAD106 instructors met at the beginning of the Fall 2014 semester to talk about that change. While we agreed that was effective in encouraging the students to extend the depth of their analysis in the 10-12 page paper, we agreed that further changes to the assignment would be helpful both to improve the students’ understanding of SLO1 and to better align our course with the goals of Area V (e.g., that students will develop “an appreciation for human expression in cultures outside of the U.S.”). We are continuing to further modify the Research Paper assignment this semester (Fall 2014), with the goal of implementing the newly revised assignment in all sections of the course in Spring 2015.

**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 of the ChAD106 course are aligned with area Goals, Student Learning Objectives, Content, Support, and Assessment. The course coordinator collects and reviews faculty syllabi (as well as assessment reports) for each section of the course every semester. This allows the department to ensure that all sections of the course are consistently aligned.

(4) **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.**
I don’t believe that this item is applicable to the ChAD106 course. We do not have large course sections that exceed the stated enrollment limit. Given the moderate class sizes, instructors are able to provide students with substantive feedback on both the quality and form of their writing through a variety of different written tasks. We also make sure that students exceed the writing requirement of 3,000 words. The Research Paper is 10-12 pages (approximately 3,000 words). However each section also requires additional writing assignments in the form of in-class or online discussion activities, a midterm and final composed of essay questions, and additional shorter written assignments.