General Education Annual Course Assessment Form

Course Number/Title __HS 15/ Human Lifespan___________ GE Area ____________D1___________

Results reported for AY ___F18/S19____ # of sections ____5_____ # of instructors ____4_______

Course Coordinator: ____Anji Buckner_____________ E-mail: ______anji.buckner@sjsu.edu___________

Department Chair: ___Yoshitaka Iwasaki_____________College: ________yoshitaka.iwasaki@sjsu.edu__

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 GELO(s) were assessed for the course during the AY?

GE SLO 2: Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

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

To assess this GE learning outcome, we use the “I Am” writing assignment. In this assignment students are asked to reflect and explore their own identity by identifying and analyzing the relationships between two specific elements of their identity.

During the fall semester assessment, across all sections, the majority of students (average 80%) adequately identified two components of their identity. The majority of students (average 65%) were at least satisfactory in their analysis of their two identity components, but there was more variation in student ability to adequately analyze and explain the relationships between two identity components. For example, when comparing the analysis criterion with the identification criterion more students received “developing” compared to the first criterion (30% and 5% respectively).

One additional class session devoted to this assignment was incorporated into the spring semester to further support students with the analysis of their two identity components. The additional class session was designed to help students specifically move from identification and description to analysis. The results were promising, with a greater number of students scoring “satisfactory” (50%) and fewer in “developing” (less than 10%).

(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.)
It is recommended that the additional class session with discussion, small group, and individual activities designed to support student analysis of their identity continues throughout the next academic year. Additionally, faculty identified two other recommendations to consider for the 19/20 academic year: 1) introduce the assignment prior to the “I Am” poem activity so students approach the poem with their identity in mind; and, 2) moving the assignment due date closer to the in-class activity and discussions so both are fresh in their minds and to reduce week-long procrastination.

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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes. This course is well coordinated with regular instructor meetings occurring at least once per semester. There is a designated shared instructor space where faculty communicate and share activities, assignments, and related course materials.

(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 GELOs for writing.

This course is currently capped at 30 students. The size of each section is adequate for providing essential, quality, and timely feedback to students in the areas of written and oral communication.