General Education Annual Course Assessment Form

Course Number/Title: ChAD 70: Lifespan Development in the 21st Century GE Area: E

Results reported for AY ___2018/2019_____  # of sections ___8____  # of instructors ____4______

Course Coordinator: _Dina Izenstark_____ E-mail: ___dina.izenstark@sjsu.edu_____________

Department Chair: __Emily Slusser___________ College: _Lurie College of 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 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?

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

GELO #3: To help students achieve this learning outcome, students completed a one to two page group memo for a hypothetical new recruit to the Peace Corps explaining how to communicate effectively (using interpersonal communicative competence strategies) in ethnically, culturally, linguistically, economically, and socially diverse communities.

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

During the spring 2019 semester, 245 students were assessed on their mastery of GELO #3. The results showed that students were able to demonstrate a strong understanding of this learning outcome. Across the 8 sections, 207 students (84%) received a B+ or higher, 29 students (12%) received between a B and a C; and 9 students (4%) received a C- or lower (see table below).

Several lessons were learned from the assessment. All faculty teaching this course reported that students seemed to understand this student-learning outcome and did well on the assignment. Based on previous feedback, this was the first semester we changed it from an individual to a group assignment (across all 8 sections), which seemed to improve the overall quality of the memos. Faculty reported that student collaboration on the memo allowed them to create a more comprehensive response to the assignment prompt and reflect more deeply on the associated readings. Several faculty teaching the course reported that some of their students had not traveled outside of the United States so learning about other countries and increasing their awareness of intercultural communicative competence was new and exciting to them. This assignment allowed students to see the practical application of key concepts to this learning objective.
<table>
<thead>
<tr>
<th>Number of Students Assessed</th>
<th>Number Achieving High Level (B+ or higher)</th>
<th>Number Achieving Average Level (B to C)</th>
<th>Number Achieving Marginal Level (C- or lower)</th>
</tr>
</thead>
<tbody>
<tr>
<td>245</td>
<td>207</td>
<td>29</td>
<td>9</td>
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</table>

(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.)

Based on the assessment data, there will be a few modifications made to the assignment. First, we will replace one of the two required readings with a more up-to-date article (Jones, 2013) that defines, summarizes, and applies the concept of intercultural communicative competence across various cultural contexts. Second, based on faculty input, we have developed a shared online folder for faculty to share resources on the effective strategies that they have used to teach this topic (e.g., showing Peace Corps videos, bringing in a guest speaker who has participated in the Peace Corps, utilization of peer mentors, etc.). This will encourage the instructors to provide students with additional opportunities and examples to reflect on ways to use social skills to enhance learning and development with diverse groups and individuals through application of research and practice.

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.

(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.  n/a