General Education Annual Course Assessment Form

Course Number/Title ______RECL 10__________  GE Area __________S________

Results reported for AY ___F18/S19________ # of sections _____5_______  # of instructors ______4_____

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College: __CHHS______________

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 SLO4: Students will be able to recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment.

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

This course used the “Buddy Assignment” to assess this GE learning outcome across all sections. Specifically, we looked at two criterion, one related to self reflection (on their own personal development) and one related to decision making (the process of selecting relevant campus resources) to support healthy development in four key areas. In one section the assessment analysis focused on the self-reflection and while the majority (46%) of students received an “A” on the self-reflection criterion, the majority (50-80%) did not meet the threshold on the second, decision making criterion. The assignment instructions clearly indicate the required assignment elements, yet students who did not meet the threshold did not consider a developmental stage in the first criterion and did not address all four areas in the second criterion.

In three sections, analysis of student learning suggest that students are not adequately connecting the activity to a stage of human development. In these two sections, the instructors piloted a change in the spring semester whereby they implemented a new requirement in the “Campus Scavenger Hunt” assignment. In this change, students were asked to explore the ways in which their current wellbeing in impacted by the university’s social and academic systems. In follow up, students write a reflection paper. The reflection paper included two specific criteria related to this GE learning outcome: “how can the resources assist you in your journey at SJSU” and “how can they help you academically, socially, and/or physically?” More than 85% of students met the threshold of C or better on this reflection. Faculty who implemented the scavenger hunt reflection felt that this was a better way to measure this GE Learning outcome.
(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.)

The teaching team has begun, and will continue to discuss the relevance and importance of covering four developmental stages and key resources associated with the four key components of healthy development. One suggestion was to expand the scavenger hunt activity to include specific resources and a reflection question for each resource identified. The reflection paper could ask students to reflect on the relevance and meaning of the resource and how the resource will contribute to each student’s personal toolbox of health. Given the feedback and recommendations from the two Instructors who piloted the scavenger hunt reflection assignment in the spring semester, it appears that the scavenger hunt activity is more closely aligned with this GELO. The instructors plan to continue to modify and improve upon the scavenger hunt reflection and will share the activity and prompt with the entire teaching team for the 2019/2020 academic year. One improvement that is necessary for the 19/20 AY is to more adequately include a stage of human development in the reflection and scavenger hunt activity.

In addition, the teaching team is continuing to work with a new textbook for the course. The assignments and in class activities will continue to be revised as faculty adapt to the newly adopted book.

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. The core and essential elements of the course are consistent across sections. There are some assignments that are relevant to assessment that need to be revised and implemented across sections.

(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.