General Education Annual Course Assessment Form

Course Number/Title _Sociology 57 Community Involvement and Personal Growth__  GE Area E_

Results reported for AY ___15/16________  # of sections _2 (1/semester)__  # of instructors _1_

Course Coordinator: ___Chris Cox________  E-mail: __Christopher.cox@sjsu.edu________

Department Chair: ___Carlos Garcia___  College: _Social Science_______

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 #1: Students will be able to recognize the physiological, social/cultural, and psychological influences on their well-being.

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

The components of this course that contribute the most to achieving this learning objective are the Pre- and Post- Assessment papers, class discussions, course readings, and journal assignments. In addition, most students have a service-learning placement in an agency where physiological and psychological health are overtly addressed in the agencies’ missions. The dynamics of social and cultural influences are overtly addressed in every service site in which students participate.

In this course, there are several readings that directly address the social and cultural dynamics of our society, as well as the relationship between social interaction and a person’s physiological and psychological well-being. These include works by Robert Putnam, Linda Sax, Paul Rogat Loeb, Erik Erickson, and many others. As an example, Robert Putnam’s writings address the value of social capital and cultural capital, and their association with various quality of life indicators; the readings on Erik Erickson address the dynamics of the socialization process over the life span. I also present research from the Corporation for National and Community Service on the impacts of volunteerism and civic engagement on physical and psychological health. Most students also learn about the relationship between physiological/psychological health and social/academic adjustment in their service sites as well. For example, students who are placed at the Third Street Community Center participate in teaching overt lessons to students on the impact of proper nutrition and exercise on school performance. They participate in preparing healthy snacks for the students as a part of the program, in addition to engaging in outdoor exercise activities. Those placed at Project SHINE (and On-Lok Lifeways senior centers) work with senior citizens to keep them socially and cognitively engaged, which in turn has a positive impact on their physiological health. Students working with
Garden 2 Table and various Communiversity projects directly work to provide nutritious food to lower income members of the larger San Jose community, and often participate in classes being offered to the community which directly address the benefits of healthy diet and exercise. They also overtly address the ways in which the poor often have less access to such opportunities, and participate in these organizations’ efforts to provide access. These students are able to apply course concepts to the populations they work with quite easily. I am able to assess their learning through their responses in class discussions, their journal entries, exam items, and their post-assessment papers. The few students who are not in service placements where physiological/psychological health are addressed overtly are able to learn about these relationships through course readings and by learning from their classmates’ experiences in class discussions and activities. For example, students performing their service in Sacred Heart Community Center’s clothes closet don’t directly address physiological health (although psychological health and poverty are overtly addressed); still, they learn through sharing experiences with others in class discussion.

There are many class discussions that help students to understand the social and cultural dynamics that can have a negative impact on physiological and psychological well-being. These include readings and discussions of the impacts of poverty, racism, etc on peoples’ overall health. In the Korgen/White textbook, there is plenty of research information on the negative impacts that poverty has on the physiological and psychological health of children and elders (chapters 6, 7, 8); also on the stressors involved in facing racial/ethnic discrimination, which can limit one’s life chances.

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.)

There are no specific modifications planned for the course in the upcoming year; as new relevant research emerges, however, it can be incorporated into class lectures/readings.

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, 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.

Not applicable