General Education Annual Course Assessment Form

Course Number/Title ______Sociology 57__________ GE Area ______E____

Results reported for AY ____2016/2017____ # of sections __2___ # of instructors ___2____

Course Coordinator: __Chris Cox___________ E-mail: __christopher.cox@sjsu.edu___

Department Chair: ____Carlos Garcia_______ College: _____COSS__________________

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 2: Students will be able to recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.

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

The component of the course that contributes the most towards students’ learning about physiological, social/cultural, and psychological factors involved in development across the lifespan is the service-learning component. Students are required to complete a minimum of 24 hours of service-learning with one of our community partners. Examples of the partner agencies this course works with are Third Street Community Center, Project SHINE, Veggielution, Fuerza Escolar (FE) and Strive For College (which are both affiliated with the Cesar Chavez Community Action Center on our campus), YMCA, and others. In these service placements, students are able to interact with people in various stages of physiological and cognitive development. They work with clients from various cultural/ethnic and religious backgrounds as well. The work they do often involves tutoring children and/or elders involved in some form of formal education (k-12 schools, and preparation for US citizenship examination, for example). It also includes teaching/participating in sports and recreational activities, providing child-care, providing nutritional assistance, services for low-income families, etc. Through this service experience, they are able to learn about the broader cultural and social dynamics affecting the clients in their quest to improve their life chances and life experiences. Many of the clients are from immigrant families, lower socioeconomic strata, and are English language learners. Students are able to learn first hand how these cultural dynamics pose challenges for the clients in their day-to-day lives. They are also able to see how clients benefit from the services they receive; benefits include an increased understanding of the broader American culture and English language, increased knowledge of healthy lifestyle habits, and
improved social skills. Thus, students get to see first hand how social/cultural, psychological, and physiological factors interrelate with regard to clients’ development.

In addition, students learn to evaluate the interrelation of these factors in their own lives. They become more aware of the various stages of their own development across the lifespan, and learn about processes they can anticipate in their own futures. The course readings are designed to help facilitate the understanding of development across the lifespan. Reading assignments include the works of Erik Erickson and Abraham Maslow (with a focus on lifelong socialization); several chapters of the Korgen and White text which address socialization, culture, and social/cultural capital; works from Robert Putnam on social and cultural capital; readings on the work of Jean Piaget regarding cognitive development; and research regarding the link between physiological health, social interaction, and psychological well-being (House, Landis, and Umberson). Further reading assignments were added to address the benefits of volunteer activity and community engagement on physical, mental, and emotional health. Class discussions are designed to allow students to share what they learn in their service sites with each other; those who work with elders are able to share what they learn about life course development with those who work with youth, and vice-versa. This helps each student to broaden their perspective on what they have read or what they experience in their own service site.

The written assignments that best help to assess the students’ learning include the formal journal assignments and the assessment papers, particularly the post-assessment paper. In the formal journal assignments, students are asked to respond to questions that address the various challenges the clients face in relation to concepts discussed in class or addressed in the reading assignments. The post-assessment paper instructs students to describe their learning experiences throughout the semester; many directly address the specific learning objectives in their papers, and how their service learning experience helped them to meet the objectives. For SLO #2, many report that course readings and lectures help them to better understand the stages of development the clients of their service sites experience. They come to understand the link between social support and physical/psychological well being across the life span, and the role that culture plays in developing an understanding of the society in which we live.

Overall, approximately 95% of students were able to meet the minimum standard for this learning objective between the two sections taught this year. Students who failed to meet the objective did so by failing to meet the service requirement, by not attending class, and/or by not completing course readings and assignments.

(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.)

No major modifications are planned for the upcoming year. For the next cycle, GELO #3 will be assessed.
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.

Not Applicable