General Education Annual Course Assessment Form

Course Number/Title: HS 135: Health Issues in a Multicultural Society  GE Area: S

Results reported for AY __2017-2018__  # of sections ___4_(SP17)____  # of instructors _____4_______

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Department Chair: ___Yoshitaka Iwasaki______  College: of Health and Human Sciences (CHaHS)

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 describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the US.

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

To demonstrate the ability to meet this learning objective, students are assessed by their responses on six different mid-term exam questions and five different questions on the final exam. The questions that are used are all centered around dynamics in the US associated with diversity, equity, inequalities, and disparities among different demographic groups. Overall, all but one exam question adequately met a C average threshold (in aggregate). The one question that did not meet this minimum standard was “LGBT people are protected against workplace discrimination and firing by the Federal government.” The low percentage (67%, 54%) of students who answered this question correctly indicated an important need for faculty to further address the legal and human rights protections for this group of people in the US. The recommendations that faculty had following the first round of assessment included: exploring a new textbook, additional activities to help students better understand the perspectives and experiences of the LGBT population such as homework and guest speakers. Furthermore, in class discussions that incorporate both history and contemporary challenges could augment student learning in this realm.

During Spring 2018, faculty across multiple sections invited LGBT guest speakers (from LGBT Youth Space) into class to personalize the experiences and perspectives of this population, particularly related to workplace harassment and discrimination and legal and human rights. The immediate feedback from students was exceptionally positive. Students, across multiple sections, were highly engaged and receptive to the youth stories, experiences, and perspectives. The exam scores, however remained low on the same question - more than half of students did not get the correct
answer. Other questions, however on LGBT population were in the 90-98% range for correct responses, suggesting that the question itself needs revision.

(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.)

Faculty recommend that mid-term questions 3 and 6 are clarified to better reflect the desired student learning and all faculty should continue to invite guest speakers to share experiences so students have real-life examples of the joys and challenges of different population groups in the US. Additionally, the final exam question(s) pertaining to the LGBT population also need revision and further clarification.

No additional changes are recommended at this time.

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?

All sections are aligned with the area goals and GE learning outcomes. In addition, all sections are consistent with content areas to support students in meeting the learning outcomes and all instructors are able to assess the learning outcomes in a consistent manner.

(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 40 students, which does enable instructors to give individualized feedback to students on writing and oral presentation skills.