General Education Annual Course Assessment Form

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

GE Area: S

Results reported for AY __2016-2017__  

# of sections __4__ (SP17)  

# of instructors _____4______

Course Coordinator: Anji Buckner (Assessment coordinator)  

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Department Chair: ____Anne Demers_________  

College: _____Applied Sciences and Arts___________

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 describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

(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 respond to the following question on the midterm exam:  What is the association between racism and health? (10 points).

The range in results was from 2 points to full credit (10 points) and the average was 7.65. Course instructors noted one theme in the student responses to this question related to this GE learning outcome.

● The concept of race is difficult to understand and articulate in writing. The range of understanding of race impacts their ability to understand the relationship between racism and health. Many of the students are only able to provide examples of personally mediated racism and not able to articulate some of the more complex dynamics of racism and health, which are systemic or institutionalized racism.

(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 significant changes are recommended at this time, but in general, instructors in the course should continue to incorporate in class activities and discussions (utilizing the film Unnatural Causes as a guide) that can support student learning of race, racism and the influence of different types of racism on health. It is noted that students are able to articulate the personally mediated racism before developing a deeper understanding of institutionalized racism and internalized
racism. This makes sense, given that one of the tenets of institutionalized racism is normalization and invisibility. These concepts are difficult to acknowledge and understand. Learning and articulating complex relationships between health and racism is iterative and ongoing. Thus, the course is designed to help students learn according to where they are in this process and some students are further along in this learning continuum than others.

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.