General Education Annual Course Assessment Form

Course Number/Title: **KIN 169, Diversity, Stress & Health**  GE Area: **S – Self, Society, & Equality in the U.S.**

Results reported for **AY 2017-2018**  # of sections: **14**  # of instructors: **5**

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Department Chair: **Matthew Masucci**  College: **College of Health and Human Sciences**

**Part 1 - To be completed by the course coordinator:**

(1) **What GELO(s) were assessed for the course during the AY?**
   We assessed GELO #3 for all sections of KIN 169 during 2017-2018. GELO #3 states: “Students shall be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age.” This GELO was initially assessed in fall 2017 via the Social Action Project, which tasked groups of students with creating a practical community solution to address a social need or injustice. Groups then submitted a presentation detailing their action, including how they planned to recruit volunteers, raise and spend funds, and obstacles they may face in the process. Starting with the winter 2018 section, we made the decision to combine the Social Action paper with the Final Scholarly Research paper to eliminate the redundancy of the two assignments. For example, both assignments asked students to create a community-level social action in response to a social injustice, and we found that students were splitting their efforts on the two assignments, which were both due at the end of the semester. We agreed that with its more stringent research requirement, the final paper would serve as a better vehicle for assessing student achievement of GELO #3 and would allow students to consolidate their social action ideas into one cohesive effort. As a whole, the research paper requires students to choose an inequality or health disparity affecting a social group that they don’t belong to, and then outline the sociohistorical contributors to that disparity, as well as practical solutions to address the problem. Students are required to discuss the potential causes and health impacts of current structured inequalities by exploring sociohistorical events, political issues, and economic changes over the past several decades, before putting that knowledge to practical use in creating a community-level social action to address the inequality. The paper requirements include 5-7 double-spaced pages, APA format, and at least 5 academic, peer-reviewed articles.

(2) **What were the results of the assessment of this course? What were the lessons learned from the assessment?**
   In total, we assessed 14 sections (439 students) in 2017-2018. According to the data, 79% (348) of students scored 87% or higher (B+ or above) on GELO #3, 18% (80) scored in the 73-86% range (C to B), and 3% (12) scored below 73% (C or lower). Overall, 97% of students scored 73% or higher on the GELO. The data trends appeared fairly consistent among semesters and instructors, including two new KIN 169 instructors that started in spring 2018. As we’ve come to expect, students in the shorter and faster winter/summer sections did score slightly lower compared to students in the full semesters. In these specific sections, only 58% (19) scored 87% higher on the GELO, but 94% did score at least a C or higher. The winter session, for example, condenses a typical 16-week semester into less than 3 weeks, which understandably might affect students’ ability to consistently perform well on all assignments.

   On a qualitative note, instructors reported improvement in students grasping the need for practical social actions, instead of pie-in-the-sky solutions that would never come to fruition. This need for practicality was a particular focus of our end-of-year instructors’ meeting in May 2017, and this year’s data suggest our deliberate emphasis is paying dividends in student achievement. For example, one
instructor encouraged her students not only to research social actions but also to participate if possible. One of her students actually joined a book drive for the library at the Santa Clara County Reentry Resource Center and has remained involved in the project even after finishing KIN 169. Another instructor encouraged students in STEM fields to explore topics related to occupational stress, which made the social action aspect relatable and highly relevant to their own careers. Other notable student projects included strategies to curb alcoholism in a student’s native Hawaiian home community. This particular student designed a drug/alcohol prevention course for middle/high-school teens that encompassed the deleterious biological, behavioral, and social consequences of alcoholism. Another student presented a compelling discussion of the increased incidence of the hepatitis B virus (HBV) in Asian American communities. She proposed a two-pronged approach aimed at reducing the social stigma of HBV, while also encouraging the use of modern HBV drugs in addition to the alternative medicines that are frequently used in Asian American communities. These and other examples show that our continued emphasis on practical, real-world social actions is having an impact on student experiences in KIN 169.

(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.)
Based on discussions among our existing and new KIN 169 instructors, we determined that a new long-term text solution was needed for the course. The text used in 2016-2017 – Health Disparities, Diversity, and Inclusion by Patti Rose – acted as a temporary stopgap while we searched for a new comprehensive book to replace the old custom 169 textbook which was outdated, especially considering the recent social and political changes. During our instructors’ meeting in May 2018, we agreed to adopt a new custom textbook that should carry this course over the next 5 years. This 23 chapter text will consist of 14 chapters from Brian Seaward’s 2018 text, Managing Stress: Principles and Strategies for Health and Well-Being (9th edition); and 9 chapters from Lois Ritter and Donald Graham’s 2017 text, Multicultural Health (2nd edition). All instructors will be using this new text starting in fall 2018.

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 of the course, with the exception noted below, are aligned with Area S GELOs. Specifically, all five 169 instructors plus the GE coordinator met in May 2018 to ensure that we are in agreement on a variety of issues, including assessment, learning objectives, assignments, grading schemes, and class resources. One section of KIN 169 (not included in the assessment data reported) was offered during summer 2018 as an international experience. Reviewing the course syllabus and assessment data indicated that the focus of this section was on social justice and equality issues from a global perspective rather than focused on the U.S. The GE coordinator is meeting with this instructor to discuss ways that the KIN 169 international experience can be offered consistent with Area S goals and GELOs, or whether the international experience should be offered as a different course.

(5) Stated Enrollment Limit and Practice/Feedback on Writing
Because KIN 169 incorporates some use of the stress management lab and biofeedback equipment, the enrollment cap is 30 students, although most sections do enroll over the cap up to about 35 students, depending on the semester. Even with the over-enrollment, each student does have an opportunity to present and discuss their final social action projects with the instructor and peers. Two research-based papers and in-class writing meets the 3000 word writing requirement. All instructors provide feedback on student writing through Canvas, which has allowed for faster grading and easier communication between student and instructor.