Course Number/Title: KIN 169, Diversity, Stress & Health

GE Area: S

Results reported for AY 2015-2016

# of sections: 12  # of instructors: 3

Course Coordinator: Daniel Murphy
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Department Chair: Matthew Masucci
College: CASA

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?

Fall 2015 & Winter 2016 – GELO #4 - Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Spring 2016 & Summer 2016 – 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?

GELO#4: 6 sections, 184 students total. 96% demonstrated average or higher achievement (73% or higher) of this GELO; 80% demonstrated a high level of achievement (87% or higher). Achievement of this GELO was evaluated from data collected from the “Scholarly Research Paper.” Students synthesized current research related to structured inequalities experienced by a particular diverse group in the U.S. Students described stressors and health consequences related to the inequalities identified. The group selected represented one or more of the following characteristics: race, ethnicity, gender, religion, disability, sexual orientation, socioeconomic status, and/or age. Students discussed important research findings and the implications of these findings in a review paper (5-7 pages, double-spaced), citing a minimum of five academic, peer-reviewed articles. Evaluation criteria included the following: (a) identification of ethnic/cultural group and structured inequalities associated with the selected group, (b) political, historical, economic, and/or social processes that have produced diversity, equality and/or structured inequality, (c) related stressors and health consequences, (d) constructive individual/social action(s) that have led to greater equality and social justice. Detailed outlines, paper samples, guidelines and rubrics were provided on the Canvas course site.

GELO#1: 6 sections, 187 students total. 92% demonstrated average or higher (73% or higher) achievement of this GELO; 79% demonstrated a high level of achievement (87% or higher).

Achievement of this GELO was evaluated from data collected from the “Personal Inequality Assignment.” Students engaged in critical self-reflections to disclose personal inequalities experienced related to identity that involved psychosocial stressors and health issues. Students critically analyzed their life experiences and how their identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) were shaped by cultural and societal influences within contexts of equality and inequality. After completing the reflective process, students completed written analysis of their personal inequalities by addressing the following components: (a) the origin of the structured inequity; (b) historical, social, political, or economic
processes associated with the inequity; (c) description of stressors and their impact on personal health; (d) a behavioral, cognitive, or social intervention that was used (or could have been used) to reduce/eliminate the stressor; (e) a personal or social action that was taken (or could have been taken) to diminish/eliminate the inequality, as well as create greater equality. In addition, students interviewed someone from a diverse group who has experienced a structured inequality and discussed this in writing. Quantitative and qualitative rubrics were used to grade student papers submitted to turnitin.com.

**Lessons Learned:** Both assignments have been developed and targeted to assess student achievement of the GELOs. Throughout the semester, it seems important to discuss the expectations for the papers and to highlight how the papers relate to the issues discussed in class. Connecting the course content to how students should write their papers helps them to see the link between comprehension of course content and communication of ideas. The mechanics of solid research writing and integration of source material are improving across sections, and can be improved through online resources, use of the Writing Center, and handouts on Canvas.

**(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?**

As indicated above, faculty will continue to highlight how the assignments students complete are linked to the issues discussed in class. We feel that the two assignments are very relevant and provide good measures of student achievement of the GELOs. However, rather than reporting data based on the overall grade on the assignment that is linked to the GELO, we need to use the assignment grading rubrics to tease out the specific aspects of the assignment that most directly relate to the GELO. For example, the Scholarly Research Paper is linked to GELO#4. One aspect of this paper is to discuss constructive individual/social action(s) that have led to greater equality and social justice. This is what needs to be focused on to assess student achievement of GELO #4. Grades on the paper also reflect quality of writing and other criteria identified in the response to #2 above.

**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, General Education Learning Outcomes (GELOs), Content, Support, and Assessment?**

Yes, all sections of the course are tightly aligned with the Area S Goals, GELOs, Content, Support, and Assessment. All sections of KIN 169 use a common syllabus and textbook. Two common assignments are required in all sections of the course: a final “Scholarly Research Paper” and the “Personal Inequality Assignment.” Currently, three instructors regularly teach KIN 169 and meet formally (e.g., duty day meeting) and informally to discuss content and pedagogical techniques. New instructors meet with the course coordinator, who has uploaded instructor resources to a Canvas web site, and with the department’s GE coordinator. This helps to ensure that content and assignments are consistent across sections and that the course doesn’t “drift” from the Area S goal and GELOs.

**(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.**

KIN 169 has an enrollment cap of 30 students per section, with 5-7 sections offered in fall and spring, and 1 section offered in winter and summer. Students complete two rigorous, research-based papers (4,050 words min. combined total), which exceeds the 3,000 word writing requirement. Feedback is provided on each paper, and students are encouraged to use campus resources including the Writing Center and Peer Connections.