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 2016-2017  # of sections: 15  # of instructors: 3

Course Coordinator: Matt Crockett  E-mail: matt.crockett@sjsu.edu

Department Chair: Matthew Masucci  College: College of Applied Sciences and Arts (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?
We assessed only one GELO (#2) for all sections of KIN 169 during 2016-2017. This represents a change to previous academic years, where we assessed a different GELO each semester. After consultation with KIN 169 faculty prior to the start of AY2016-17, we decided that assessing one GELO in an academic year would allow us to better analyze and compare data on a specific learning outcome because it would be collected over 4 consecutive academic periods (Fall, Winter, Spring, Summer).

GELO #2 states: “Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States.” This is assessed via the Final Research Paper, which is assigned in the second half of each semester. This culminating research project requires students to summarize and discuss current research related to structured inequalities experienced by a particular diverse group in the U.S. The diverse groups include race, ethnicity, gender, religion, disability, sexual orientation, socioeconomic status, and/or age. 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. The paper requirements include 5-7 double-spaced pages, APA format, and at least 5 academic, peer-reviewed articles.

Additionally, we chose to assess the GELO independent of the student’s overall grade on the final paper. In other words, instructors graded each paper on content, format, completeness, and so on, before separately considering whether the student met the stated learning outcome. This new process eliminated the issue of a student receiving a poor grade on the paper – perhaps because of incorrect formatting or grammar issues – even though the paper’s content may have adequately satisfied the learning outcome.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
In total, we assessed 15 sections (441 students) in 2016-2017; 79% (347) of students scored 87% or higher (B+ or above) on GELO #2, 19% (83) scored in the 74-86% range (C to B), and 2% (11) scored below 73% (C or lower). Overall, 98% of students (430) scored 73% or higher on the GELO. The data
trends appeared consistent between semesters and instructors, with the lone exception being the 17 students who took the course in summer 2017. In this section, only 47% (8) of students scored 87% or higher. The instructor explained that several students were attempting to complete two courses during the same summer session, which negatively affected their ability to produce A-level papers and meet the GELO at a high level.

All 3 instructors qualitatively reported that students’ in-class performance, including their attentiveness and class participation, matched the quantitative data on this particular GELO. Specifically, instructors reported that most students could articulate specific instances of structured inequality in the U.S. and competently discuss potential social actions to address these injustices.

Although the main assignment and its requirements remained unchanged throughout the academic year, instructors did test out small auxiliary assignments to provide students with more structure as they worked on the paper in the final weeks of class. These assignments included topic proposals, outlines, annotated bibliographies, and in-class workshops. All three instructors agreed that these small additions increased the quality of student work without overly increasing student workload. This improvement also appears to be reflected in the quantitative data: in fall 2016, 23% (49) of students achieved a B or lower on the GELO, while in spring 2017, only 17% (32) achieved a B or lower.

(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.)

Starting in fall 2017, we are adopting a new textbook for KIN 169: Health Disparities, Diversity, and Inclusion by Patti Rose (ISBN: 9781284090161). Although dealing with the same general themes as the previous book, this textbook contains more updated data regarding health trends and diversity in the U.S. No other major modifications are planned to the coursework or assignments, as the quantitative and qualitative data indicate the assignments are working well to meet the GELOs. Instructors are still free to add small assignments throughout the semester as they see fit.

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 are aligned with Area S GELOs. Specifically, over the past few years only 3 instructors have regularly taught this course, which has streamlined the coordination of assignments and course content. Furthermore, the KIN 169 faculty routinely meet at the beginning and end of each semester to share teaching strategies and discuss accurate assessment of the class, as well as other concerns.

(5) Enrollment limits and practice/feedback on writing.

KIN 169 has an enrollment cap of 30 students, which is primarily limited by the available lab equipment and space in YUH 236. However, 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 their peers. All instructors provide feedback on student writing through Canvas, which has allowed for faster grading and easier communication between student and instructor.