General Education Annual Course Assessment Form

Course Number/Title: Sociology 57 Community Involvement and Personal Growth  GE Area E

Results reported for AY 14/15  # of sections 2 (1/semester)  # of instructors 1

Course Coordinator: ___Chris Cox_______  E-mail: __Christopher.cox@sjsu.edu______

Department Chair: ___Carlos Garcia___  College: _Social Science________

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 SLO(s) were assessed for the course during the AY?

SLO #4: Students shall recognize themselves as individuals undergoing a particular stage of human development and recognize how their well-being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment.

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

The components of this course that contribute the most to achieving this learning objective are the Pre- and Post-Assessment papers, class discussions and interactive group activities, service site presentations, campus legacy tour, and group presentations.

Starting in the second week of the course we discuss the various resources the campus has to offer all students, and service learners in particular. We have presentations from multiple staff members (including student leaders) from the Cesar Chavez Community Action Center regarding the various resources they offer to students. These include the programs run from the center such as Strive for College and Fuerza Escolar (FE), both of which can be used as sites for service projects. They also include other student programs and services such as the social action campaigns that SJSU students run, the new food pantry, and campus community garden. During the semester, information is also shared about student government (Associated Students) on campus, as well as a variety of campus clubs and organizations. Much of the information about campus clubs and organizations comes from the students themselves. Since I always have multiple students in each section who are involved in campus organizations, I have them share information with the class on the activities or work their organization is involved in. In addition, I have former Sociology 57 students come in to share information about campus activities and organizations in which they are involved. Taking a Campus Legacy tour (run by the AS House) helps students to understand the history of our campus,
including the impact that student engagement has had over the years. This often helps current students feel more connected to the campus itself, and to understand the importance of their own civic engagement within the campus community.

Theoretical ideas regarding human development are addressed in course readings focused on Eric Ericson (the dynamics of socialization over the life course), Abraham Maslow (the hierarchy of human needs), George Mead (the processes involved in acquiring and understanding social roles, and challenges of fulfilling social roles), and Jean Piaget (stages of cognitive development). Students also read about the impact of social interaction on mental and physical health over the life course. In class discussion, we talk about the stage of development they are in (according to Erikson’s schema), the challenges of that stage, and the role the university environment plays in meeting the challenges of the stage (for most, establishing social connections and intimate social relationships [not necessarily sexual]). The importance of being involved in campus organizations and activities with regard to developing ones’ social capital is discussed. We also discuss the ways in which the university environment, with attention on developing lifelong learners, helps to prepare them for future challenges (including establishing a career and meeting mid-life challenges). Campus resources that can promote positive mental/emotional health (and “academic health”) such as counseling services, career counseling, peer mentoring, and academic advising are also discussed. All of this information has worked very well to help students achieve this particular learning objective.

The Post-Assessment paper and final group presentations are very useful for assessing the extent to which students have met this SLO. In their Post-Assessment papers and presentations, students often directly address the SLO’s and the activities/assignments that have helped them to achieve each one. Students commonly cite specific readings for the course as being helpful for them to achieve this SLO. In addition, they turn in journal assignments during the semester that get them to reflect on certain aspects of their service learning experiences; these also provide some insight into their understanding of their own personal development. Exams, of course, also help to assess this SLO and other course goals. By the end of the semester, students develop a strong understanding of how the university’s academic and social systems can impact their well-being and development. Using the Post-Assessment paper (a graded assignment), group presentation (a credit/no credit assignment), Journal assignments (a credit/no credit assignment) and specific exam questions designed to assess this SLO (a graded assignment), approximately 95% of students meet this objective to a satisfactory degree. Generally, the students who do not meet this objective demonstrate a very low level of commitment to the class (fail to participate in a service project, leaving the class without formally dropping it, fail to write assessment papers and journals, etc).

(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.)

There are no modifications planned for the course in the upcoming year.

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 (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?