General Education Annual Course Assessment Form

Course Number/Title  KIN 169, Diversity, Stress & Health  GE Area S ________________________________

Results reported for AY __2013-2014 ______________________  # of sections __9______  # of instructors ___2___

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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 SLO(s) were assessed for the course during the AY?
Fall 2013 & Winter 2014 – SLO #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 2014 & Summer 2014 – SLO #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?

SLO#4: 4 sections, 101 students total. 93% demonstrated average or higher achievement of this SLO; 45% demonstrated a high level of achievement.
Achievement of this SLO was evaluated from the research paper, “Final Scholarly Research Paper,” (5-7 pp, APA style, min 5 academic references) that required students to select a social inequality related to one or more of the social groups identified in the Area S guidelines and then synthesize current research on the causes, perpetuation, and impact of the inequality, as well as possible social actions that could be taken to ameliorate the inequality. Evaluation criteria included identification of ethnic/cultural group; structured inequalities associated with selected ethnic/cultural group; political, historical, economic, and/or social processes that have produced diversity, equality and/or structured inequality; related stressors and health consequences; and constructive individual/social action(s) that have led to greater equality and social injustice.

SLO#1: 5 sections, 136 students total. 93% demonstrated average or higher achievement of this SLO; 53% demonstrated a high level of achievement.
Achievement of this SLO was evaluated was by successful completion of the research paper, “Personal Inequality Assignment” (4-6pp., APA style, min 5 academic references). Students engaged in reflection to disclose a personal inequality previously experienced that involved psychosocial stressors and health issues. After completing the reflective process, student completed a written analysis of their personal inequality 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 the stressor and its 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 in writing.

**Lessons Learned:** Both assignments have been developed and targeted to assess student achievement of the SLOs. Throughout the semester, it seems important to discuss the expectations for the paper(s), and to highlight how the issues that are discussed in the class are historically, politically, socially and economically situated. Connecting these fundamental concepts to how the students’ papers should be written/produced may be beneficial in order to draw a direct link between comprehension 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 SLOs. We are not planning to modify these assignments, but KIN 169 instructors will continue to discuss pedagogical techniques. Not only do these conversations serve a practical purpose--to exchange tips and techniques about teaching the material (what works and what does not)--but an added benefit is to foster a community of support among the instructors, thus enhancing “buy-in” for working toward the larger aims of Area S. Lastly, the course coordinator has continued to update and maintain a detailed electronic repository of resources on Canvas that is available to all KIN 169 instructors.

**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?** Yes, all sections of the course are tightly aligned with the Area S Goals, SLOs, Content, Support, and Assessment. This is facilitated by using a common syllabus and textbook across sections, shared materials, and semester meetings with faculty teaching the course. Two common assignments are required in all sections of the course: a final “Scholarly Research Paper” and the “Personal Inequality Assignment.” Only 2-3 instructors regularly teach KIN 169; thus, coordination of the course has been uncomplicated. The instructors meet formally and informally to share teaching strategies, discuss alignment with GE objectives, and plan assessment of the class. A very detailed Canvas site was created that contains all course materials, which helps to maintain the current level of consistency for new and returning instructors that teach KIN 169. In addition, all sections have integrated new media and digital education tools to enhance the course experience. The department general education committee frequently discusses the need and value of further harmonizing course content and assessment among instructors.

(5) This Upper Division Area S G.E. course is cross-listed with Health Science. It has an enrollment cap of 30 students per section, with an average of 3-5 sections offered in Fall/Spring, and 1 section offered in Winter/Summer. Students complete two rigorous research-based papers (4,050 words min. combined total) to meet and exceed writing requirements for this course. Students upload documents to Canvas/turnitin.com and receive feedback from instructors. Student are encouraged to use campus resources including, but not limited to, the Writing Center, Peer Connections, and library services.