General Education Annual Course Assessment Form

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

Results reported for AY: 2014-2015  # of sections: 11  # of instructors: 3

Course Coordinator: Daniel Murphy  E-mail: Daniel.Murphy@sjsu.edu

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 2014 & Winter 2015 – SLO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

Spring 2015 & Summer 2015 – SLO 3: Students will 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).

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

SLO#2: 5 sections, 144 students total. 94% demonstrated average or higher achievement of this SLO; 51% demonstrated a high level of achievement. Achievement of this SLO 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 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 journals. Evaluation criteria included the following: (a) 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 justice; (b) synthesis, critical analysis, and application of the literature; (c) adherence to the assignment guidelines; (d) citations, references, and format; (e) syntax, grammar, and spelling; (f) originality and creativity. Detailed outlines, paper samples, guidelines and rubrics were provided on Canvas site.

SLO#3: 6 sections, 185 students total. 100% demonstrated average or higher achievement of this SLO; 84% demonstrated a high level of achievement. Achievement of this SLO was evaluated from data collected from the “Social Action Project.” In teams of no more than five, students were required to investigate and produce (using Prezi.com) a practical social action/intervention model for reducing or eliminating inequalities and related psychosocial and environmental stressors. It was important to (1) identify a particular inequality, including a brief overview of the issue; (2) focus on practical, rather than ideal, action strategies; (3) identify resources, both on and off campus, that can be utilized by classmates; and (4) articulate exactly
how the intervention strategy will help to reduce or eliminate the inequality itself or the related stressors associated with the inequality. Detailed outlines, paper samples, guidelines and rubrics were provided on the Canvas site.

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 help 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? 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. Minor changes are made to sample outlines provided to students to further define paper organization. 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 Area S. Students upload documents to Canvas/turnitin.com and receive feedback from instructors. Students are encouraged to use campus resources including, but not limited to, the Writing Center, Peer Connections, and library services.