General Education Annual Course Assessment Form

Course Number/Title: KIN 101, Sport in America  
GE Area: S

Results reported for AY 2017-18  
# of sections: 5 (fall 2017-3 sec, spring 2018-2 sec)  
# of instructors: 2

Course Coordinator: Matt Crockett for fall 2018 on  
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Previous Coordinator: Vernon Andrews (retired spring 2018); this report written by Peggy Plato, KIN GE Coordinator (Peggy.Plato@sjsu.edu)

Department Chair: Matthew Masucci  
College: ChaHS

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?

GELO 3: Describe social actions which have led to greater equality and social justice in the US (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?

Student achievement of GELO 3 was assessed with the final research paper focused on Social and Political Actions in the Arena. Students identified an individual or group in sport that has been subjected to some form of oppression or injustice and wrote a paper critically discussing the social actions taken for greater equality and power. Students were also asked to outline the arguments made by those who attempted to resist change. Students incorporated larger social issues outside of sport and discussed how the actions taken by the chosen individual or group have or have not affected American society and culture. Topics and events could be chosen from the entire history of American sport. Papers were 5-7 pages (typed, double spaced) with citations from a minimum of five primary sources. Evaluation criteria included: (1) content, (2) organization/structure, (3) integration of relevant theory, (4) writing clarity, and (5) originality.

Assessment data were submitted for 4 of the 5 sections of KIN 101 offered during the 2017-18 academic year. Out of 157 students assessed, 86 (55%) demonstrated a high level of achievement of GELO 3 (B+ or higher), 56 (36%) demonstrated an average level of achievement (B to C) and 15 students (9%) demonstrated a marginal level or failed to achieve the GELO (C- or lower). The two instructors noted that the 15 students who demonstrated a marginal or lower level of achievement submitted papers that were too short, incomplete, or missing academic sources.
One instructor commented that his results for fall 2017 were disappointing compared to spring 2017, despite spending one class session discussing the final paper with concrete examples. However, this was done immediately after Thanksgiving break when student attendance and attentiveness were lacking. In contrast, performance was higher in spring 2018. The instructor discussed the paper on a day when attendance was high and noted that the spring 2018 class included a number of Division I athletes who were very interested in the course content since it pertained to their experiences as NCAA athletes. Outstanding attendance and the quality of their papers reflected their commitment.

Despite the poor performance in one section during fall 2017, the instructor noted that the majority of students chose to write about race and sport, particularly related to recent issues involving NFL protests and Colin Kaepernick. Thus, their selection of topics indicated that students were thinking critically about current issues in sport and society, and connecting them to class concepts. Often, the first 15-30 min of class were spent discussing relevant issues occurring in American sport, such as President Trump’s combative relationship with the NFL.

The other instructor noted that providing extended office hours facilitated students meeting with him to clarify the essay process and purpose. This instructor indicated that he showed more enthusiasm in class about reading great essays, and rewarding creative and engaging writing. After teaching the course for 12 semesters, he indicated that he had gained a greater appreciation for the “non-major” aspect of KIN 101. Kinesiology majors may not take KIN 101 for major credit; thus, for the majority of students, the class is a “non-major” requirement, which is equated with “non-important” by many students. Shifting the focus to a course where students could greatly improve their writing skills, as well as talk about themselves and sport, proved to be very positive. The instructor stated that he learned that enthusiasm is a great motivator and is contagious.

(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.)

To improve student performance, one instructor will use an in-class group exercise so that students will practice writing a mock paper on an assigned historical social action. Other modifications are indicated 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, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned? KIN 101 is aligned with Area S goals, GELOs, content, support, and assessment. Although only two instructors taught the course during the 2017-18 academic year, they used a common syllabus and assignments linked to the Area S GELOs, as well as a common textbook. The two instructors discussed the class informally during the semester.

(5) Course with a stated enrollment limit and practice/revisions on writing. As an Area S course, the enrollment cap is set at 40 students. Two major papers provide opportunities for writing practice and feedback. These two papers, as well as written critical reflections on film segments shown in class, meet and/or exceed the 3000 word writing requirement.