**General Education Annual Course Assessment Form**

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

**Results reported for AY 2015-2016**  
**# of sections:** 6 (F'15 - 3, Sp'16 -3)  
**# of instructors:** 3

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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 GELO(s) were assessed for the course during the AY?**

**Fall 2015 – GELO #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 2016 – GELO #1:** Students will describe how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identity are shaped by cultural and societal influences in contexts of equality and inequality.

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

**GELO#4:** 3 sections (1 section assessed), 38 students total. 93% demonstrated average or higher achievement (73% or higher) of this GELO; 53% demonstrated a high level of achievement (87% or higher).

Achievement of this GELO was evaluated from the research paper “Social and Political Actions in the Arena” (required by all instructors). The student’s final research paper was focused on describing and analyzing social and political actions in sport, and to recognize and appreciate the constructive interactions between people from different cultural, racial, and ethnic groups within U.S. sport. Students were asked to identify an individual or group in sport that has been subjected to some form of oppression or injustice, being careful to outline the larger historical and social processes that were involved, and to describe particular interactions between that group and other groups in relation to greater equality in sport and life. Students were required to cite at least five primary sources (i.e. academic journal articles) in the paper using APA format. Paper topics were approved by the instructor. The required length of the paper was 5-7 double-spaced pages.

**GELO#1:** 3 sections, 92 students total. 96% demonstrated average or higher achievement (73% or higher) of this SLO; 60% demonstrated a high level of achievement (87% or higher).

Achievement of this GELO was evaluated from the research paper “Critical Sport Autobiography Paper” (required by all instructors). With the idea that identity is intimately tied to issues of power and privilege and is importantly shaped by societal forces, students wrote a critical autobiography about how play, game, sport, and/or physical activity participation contributed to their identity (race, ethnic, cultural, class, gender, sexual orientation, etc.). It was expected that students would incorporate a discussion of relevant theoretical issues in their papers as well as utilize appropriate primary sources (minimum of 5 academic journal articles). The required length of the paper was 4-6 double-spaced, typewritten pages. Qualitative and qualitative rubrics were used to grade student papers that were uploaded to turnitin.com.
(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 GELOs. In efforts to increase the number of students that show high levels of achievement, instructors will spend more time in class on how to develop and research sport sociological topics. Modifications will be made to paper outlines to provide greater clarity to students on desired paper organization. We believe this extra attention on research methods and research paper structure will result in higher achievement by students.

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, GE Learning Outcomes (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Consistency across sections is enhanced by using a common syllabus and textbook. The two assignments described above are required by all instructors. Faculty teaching the course meet during a duty day meeting, and new faculty meet with the department GE coordinator and the course coordinator.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

During 2015-16, KIN 101 had 20-40 students enrolled per section (enrollment cap is 40). The required writing includes two research-based papers, each 4-7 pages, plus in-class writing. Students receive feedback on both of the required papers and are encouraged to use campus resources including the Writing Center, Peer Connections, and library services.