General Education Annual Course Assessment Form

Course Number/Title: KIN 101, Sport in America

GE Area: S

Results reported for AY 2016-17

# of sections 2
# of instructors 2

Course Coordinator: Vernon Andrews

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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?

GELO #2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. Students in KIN 101 wrote a paper on social and political actions in sport. They focused on individuals or groups who have been confronted by oppressive or unjust practices related to issues of race/ethnicity, class, gender, sexual orientation, religion, disability or age and described social actions taken by these individuals or groups in their struggles for greater equality and power. The paper included 6 sections: (1) Introduction, (2) Social/Sport Oppression or Inequality, (3) Social/Sports Action, (4) Resistance to Change, (5) Effect on American Society and Culture, and (6) Conclusion. Examples of paper topics included: (1) The Black power movement, 1960s, and track and field/boxing/football/basketball, (2) Gender discrimination in sport, Title IX, and growth/challenges in female sports, (3) Latino baseball players and labor exploitation, (4) LGBTQ athletes and sexual discrimination, and (5) Gay athletes in men’s professional team sports in the US.

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

Two sections of KIN 101 were offered spring 2017 when assessment data were collected and analyzed. Results were good with 88% of the 77 students demonstrating at least an average level of achievement of this GELO and 57% demonstrating a high level of achievement. Within the 12% of students who did not demonstrate at least an average level of achievement, 6% did not submit the assignment.

Both instructors now schedule at least one classroom session specifically geared toward this assignment and identify specific groups that can be discussed, reducing the error of students choosing inappropriate topics. We also require that topics are approved by the instructor. Combined, these two factors have greatly reduced the number of students who get “off-track” and fail to appropriately address the assignment guidelines.
(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.)

The two changes indicated in the response to #2 above have produced much better results.

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?

The KIN 101 sections are aligned with the Area S goals, GELOs, content, support, and assessment. The course focuses on the role of sport as a social, political, and economic institution in American society, including a critical examination of contemporary issues.

(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.

The enrollment cap is 40 students, consistent with guidelines for SJSU Studies courses. Two written papers are required in the course, one paper is 5-7 pages and the other is 7 pages. Thus, students should meet or exceed the 3,000 word writing requirement, and the two papers provide an opportunity for practice and feedback.