General Education Annual Course Assessment Form

Course Number/Title: RECL 111 – Leisure, Culture & Identity GE Area: S

Results reported for AY: 2015-2016 # of sections: 1 # of instructors: 1

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Department Chair: Dr. Anne Demers College: Applied Sciences and Arts

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: 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?

| HSR CRITERIA: All students enrolled in the course should achieve a minimum grade of 80% on the assessed assignment. |
|-----------------|-----------------|-----------------|-----------------|
| SP 2016 – CLASS SECTION 1 | Assignment Instruction | Results | Lessons Learned - Thoughts |
CLO 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).

Assignment A (Course ID#26129)
Audiovisual presentation. Recreation: Progress Toward Access for All. Develop a thoughtful, educational and well-sequenced audiovisual presentation highlighting leisure as an instrument of identity development, cultural and societal enhancement or an instrument for growth and change in the U.S. For this project, students will use samples from the creative arts: domestic and international film, T.V., poetry, music, photography or others. The task is to make a composite that focuses on religion, gender, sexual orientation, ethnic, race, class, disability or age and show positive strides using leisure. This is a researched piece. Sources are documented and educational to the audience. The audiovisual presentation should highlight social action, which has led to improvements and the righting of social injustices. The collection of clips should also recognize and appreciate constructive interactions between people from different cultural, racial, and economic groups within the U.S. while participating in leisure. There should be connecting informational slides to pull the presentation together, with at least 8 clips in this 15-minute visually and audiologically appealing and/or compelling presentation. The audiovisual presentation will include an oral explanation identifying key themes and concepts as well as time for answering questions after the showing.

92% met this objective of grade B or better on AV project.
NOTE: Students must receive a grade of B or better on audiovisual project to prove they fully meet CLO3.

At this time there are no insufficiencies in student performance.

In Spring 2015, a new text, Race, Ethnicity, and Leisure -Perspectives on Research, Theory and Practice, was adopted with the goal of expanding topics related to GELO 3, including social actions which have led to greater equality and social justice in the U.S. Unfortunately, the book highlights challenges far more than progress, and the focus is far narrower than the course requires, in that it speaks to race and ethnicity but not issues of greater equality and social justice in the U.S. relating to religious, gender, class, sexual orientation, disability, and/or age. A search for a better textbook will continue.

<table>
<thead>
<tr>
<th>SP 2016 – CLASS SECTION 1</th>
<th>Assignment Instruction</th>
<th>Results</th>
<th>Lessons Learned - Thoughts</th>
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</thead>
<tbody>
<tr>
<td>Same CLO 3 (as above)</td>
<td>Assignment B (Course ID#26129) There is a pop quiz after the class lecture on various social actions which have led to greater equality and social justice in the U.S. Students’ understanding and abilities to describe what is called for in CLO3 is assessed through the following statement: “describe 4 social actions which have led to greater equality and social justice in the US.”</td>
<td>82% of students met this objective, scoring a grade of B or better</td>
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(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.)

NO MODIFICATIONS: At this time, no insufficiencies in student performance or competency developed in relation to this specific GELO are noted. This data report is currently being shared with the two (2) instructors teaching this fall 2015 term. They will then converse on best practices for the upcoming reporting cycle AY 16-17 in relation to the new GELO to be assessed.

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?

YES – no re-alignment required.

(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.

N/A – Area E GE Course