General Education Annual Course Assessment Form

Course Number/Title ___RECL 111: Leisure, Culture, and Identity___ GE Area ___S____________

Results reported for AY __2016-2017__  # of sections _____1____  # of instructors ______1____

Course Coordinator: Anji Buckner (Assessment coordinator)  E-mail: anji.buckner@sjsu.edu

Department Chair: ___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 4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

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

Two different assignments were used to assess this GELO.

1. The Closing Ritual “Show and Tell” and one page summary, which asks students to bring in and discuss a symbol that represents what was most impactful in the course over the semester. Students are expected to touch on the following: constructive interactions between people from different cultural, racial, and ethnic groups within the classroom community.
   a. 83% of students were able to meet an 80% threshold of this assignment.

2. Three quiz questions are used to assess comprehension from concepts of culture, race, and ethnicity covered in the textbook (Race, Ethnicity, and Leisure - perspectives on research, theory and practice).
   a. 87% of the students met an 80% threshold for the quiz questions.

(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 only recommendation at this time is to continue to look for a book that will adequately cover race and culture. The current text (adopted in Spring 2015) is strong on race, but weak on both traditional and non-traditional cultures. At this time, there are no textbooks identified that would be recommended, but the course instructors will continue to be open to a new text if one appears
to better introduce and balance both race and culture.

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, this course is adequately aligned with the GE learning outcomes.

(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.

This course caps at 40 students and the instructor provides individual feedback on student writing and presentation skills. Additionally, there are several in class activities designed to support the instructor and students in an effort to identify areas of potential growth and need in terms of academic skill sets required to success in higher education. The course schedule is designed to support the instructor in having adequate time to provide quality feedback on an individual basis.