General Education Annual Course Assessment Form

Course Number/Title: RECL111-Leisure, Culture and Identity GE: Area  S

Results reported for AY: AY 2014-2015  # of sections: 2 (combined - both terms)  # of instructors: 2 (combined - both terms)

Course Coordinator: Ms. Billie Jo (BJ) Grosvenor  E-mail: billiejo.grosvenor@sjsu.edu

Department Chair: Dr. Anne Demers  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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October1 of the following academic year.

Part 1

To be completed by the course coordinator:

1) What SLO(s) were assessed for the course during the AY?

For academic year 2014-2015, SLO2 was assessed. SLO2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

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

88% of students met this objective B or better on Paper #2: A People, Leisure, Culture and identity: past, present and future.

Assessment: Students must receive a grade of B or better on Paper #2 to prove they can fully meet SLO2.

#2 Paper: A People, Leisure, Culture and identity: past, present and future (15% of grade): Research a culturally specific group of people who came to the USA in the early 1900s and chart their progress through the generations to today. When did these people come and why? What aspects of their culture did they bring with them to this new land? In what ways did they assimilate, suffer discrimination, change and develop an integrated identity over time? What were the historical, political, economic, attitudinal or social challenges confronted by this culture over the past 100 years in this country and what has been done politically, and socially to overcome these obstacles? To maintain their culture, what specific practices are used to teach their native culture to their American born children? As examples, Americans of Chinese, Thai, Assyrian and South East Indian descent have well-established programs that involve the teaching of cultural dance, music, food preparation, religion, language, values, and stories to the next generation. Analyze the ways this social group used/uses leisure as a teaching tool to create or impede diversity among and within the group culture. Look at ways these cultural practices provide a framework and source of cultural identity. What has been the role of leisure for this cultural
group? How does the future look for this group socially, economically, politically and in terms of maintaining their culture into the future?

(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.)

This year, no modifications are planned. In 2011, the faculty made changes to the rubric which now helps the instructors better analyze the student writing for content in congruence with SLO2. The faculty report they can properly assess whether a student has dropped below a “B” because they do not have an understanding of SLO2 or if they simply were late in turning in a paper or did not meet grammar requirements. This better tracking method had the desired effect and this assessment was completed with greater confidence. Students engage in a peer reading of preliminary Paper 2 outlines which also seems to be helping. No modifications are being at this time. The differing faculty who teach this course will be conferring about assignments and assessment prior to the start of the spring 2016 term.

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 (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

There has been a long-standing consistency with the instruction of RECL 111 in the department. The course coordinator is very familiar with the GE guidelines and required annual assessment. There is no action required in this topic.

(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 SLOs for writing.

The course maintains the required enrollment maximum and does not go above the requirement. Feedback from the instructor is that the course works best at an enrollment maximum of 35. The faculty who teach in this area desire to provide substantive and meaningful feedback for the required writing as the topics are so person and life affirming, feedback is imperative prior to class lectures.