General Education Annual Course Assessment Form

Course Number/Title: KIN 111, Sport & Movement in a Global Context  
GE Area: V

Results reported for AY 2017-2018  
# of sections: 5 (fall 2017- 2 sec, spring 2018-2 sec, summer 2018-1 sec)  
# of instructors: 2

Assessment results are reported for 3 of the 5 sections offered.

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Department Chair: Matthew Masucci  
College: CHaHS

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

Fall 2017 – GELO 3: Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

Spring 2018 – GELO 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

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

GELO #3: 1 section, 42 students total; 71% of students scored 87% or higher, 100% of students scored 73% or higher

Achievement of this GELO was evaluated from data collected from the “Final Scholarly Research Paper” due at the end of the semester. This paper provided an opportunity to integrate the larger themes of the class. Students were expected to incorporate one or more of the analytical perspectives covered in class in their evaluation of a particular national sport culture. Papers addressed the historical development of a particular sport/game/movement in a specific nation. It was important for students to include the following key sections: (1) overview of the national history, (2) overview of the rules of the sport/game and its historical development, (3) overview of the cultural importance of the sport, (4) overview of expressions of cultural values in the sport/game/movement, and (5) exploration of how this cultural product has influenced US sport experiences and sport identities, and/or a discussion of how the culture has changed in response to internal and external pressures. Topics were approved by the instructor. Students discussed important research findings and the implications of these findings in a review paper (5-7 pages, double-spaced), citing a minimum of five academic, peer-reviewed articles. Papers included a synopsis, analysis, and application of current research as reported in the literature. Students needed to ground their explorations in theoretical concepts discussed in class and were encouraged to cite from the course textbook, .gov resources, non-profit agencies, NGOs, and other rigorous reference materials. Evaluation criteria included the following: (a) identification of ethnic/cultural group and sport/game/movement, (b) structured issues associated with selected ethnic/cultural group, (c) political, historical, economic, and/or social processes that have led to the creation, production, and consumption of the sport/game/movement; (d) synthesis, critical analysis and application of the literature; (e) adherence to the assignment guidelines; (f) citations, references, and format; (g) syntax, grammar, and spelling; (h) originality and creativity.

GELO #1: 2 sections, 79 students total; 66% of students scored 87% or higher, 96% of students scored 73% or higher

Achievement of this GELO was evaluated from data collected from the “Critical Autobiographical Cultural Sport Narrative Paper”. Students explored a cultural sport production (sport/game/movement) of a nation linked to the students’ personal ethnicities and histories. The paper required (1) an overview of the national history, (2) overview of the rules of the sport/game and its historical importance, (3) overview of the cultural importance of the sport, (4) overview of expressions of cultural values in the sport/game/movement, (5) discussion of how this cultural product has influenced their personal/familial sport experiences and sport identities, and (6) its relation to and impact on US
sport/games/movement. The paper (4-6 pages, double spaced) integrated and synthesized information from at least five academic, peer-reviewed articles that related to one or more components addressed in the assignment. Students grounded their explorations in theoretical concepts discussed in class and were encouraged to cite from the course textbook, .gov resources, non-profit agencies, NGOs, and other rigorous reference materials. Papers were evaluated on the following criteria: (a) content and organization, including synthesis of primary references; (b) adherence to the assignment guidelines; (c) citations, references, and format; (d) syntax, grammar, and spelling; and (e) creativity and insight expressed through the integration of all components of the assignment. Details were provided on Canvas, and topics were approved by the instructor.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? This is a relatively new Area V course which recently completed the first cycle of assessment across the three GELOs for Area V. Initial anecdotal student feedback on the course has been excellent. Comparisons of previous data to current data show that students are improving across course metrics. The instructor 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 solid measures of student achievement of the GELOs (as evidenced in early data collection). Minor modifications will be made to the paper outlines to provide greater clarity to students on desired organization. We will continue to engage in class discussions on how to develop the two papers, potential topics, and areas of research. Sample papers, guidelines, and handouts will continue to be offered online. In addition, all topics are checked by the instructor via online posts and in-class discussion prior to students starting research, thus ensuring topics and format meet the guidelines of GELOs 1 & 3. Topics in future classes will also be focused on helping students to map out related research onto their papers, draw out macro themes of the personal narratives, and relate to larger class and sociological issues regarding how global sports have influenced US sporting cultures.

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? Yes, all sections of the course are aligned with the Area V Goals, GELOs, Content, Support, and Assessment. This is facilitated by using a common syllabus and textbook across sections, as well as shared materials. However, assignment guidelines will be modified somewhat to ensure that students address more than one culture outside the U.S. (GELO 1) in their Autobiographical Cultural Sport Narrative Paper, and that all final papers require that students discuss how the culture addressed has changed in response to internal and external pressures (GELO 3). The course coordinator created a Canvas web site with course materials for instructors, which will serve as a resource for new faculty assigned to the course. During 2017-18, one instructor taught 4 sections of the course, and 1 instructor, who retired after spring 2018, taught 1 section. The two instructors discussed the course during the semester, and coordination between sections was not difficult. Currently (fall 2018) both sections of the course are taught by one instructor. KIN 111ITL, which is the international experience of this course, is taught by another instructor. A separate Annual Assessment Report has been submitted for KIN 111ITL.

(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 Area V course has an enrollment cap of 40 students. Students complete two rigorous, research-based papers (4,050 words min. combined total) to meet and exceed writing requirements. Students upload their papers to turnitin.com and receive feedback from the instructor. Students are encouraged to use campus resources including the Writing Center, Peer Connections, and library services. This was the 4th semester collecting data for this course, and the 2nd time for GELO 1. Papers were of high quality, and student feedback on the course was very positive. Students came from a variety of departments with a broad range of backgrounds, which made the global sport culture discussions very interesting. Many students had roots in countries we explored in class.