General Education Annual Course Assessment Form

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

Results reported for AY 2016-2017  
# of sections: 3  
# of instructors: 1

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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 SLO(s) were assessed for the course during the AY?
Fall 2016 – GELO 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

Spring 2017 – GELO 2: Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
GELO #1: 1 section, 29 students total. 98% demonstrated average or higher achievement of this GELO; 48% demonstrated a high level of achievement.

Achievement of this GELO was evaluated from data collected from the Critical Autobiographical Cultural Sport Narrative Paper. Students were asked to explore a cultural sport production (CSP, i.e., a sport, game, or form of human movement, such as a dance) of a nation linked to the students’ personal ethnicities and histories. In their papers, students addressed the national history, rules of the CSP, if appropriate and its historical importance, cultural importance of the CSP, cultural values expressed in the CSP, 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/human movement. The paper (4-6 pages, double spaced) required student to integrate and synthesize information from at least five academic, peer-reviewed journals. Quantitative and qualitative rubrics were used to grade the papers.

GELO #2: 2 sections, 79 students total. 88% demonstrated average or higher achievement of this GELO; 84% demonstrated a high level of achievement. (Note – enrollment was increased from 30 to 40 from fall 2016 to spring 2017).

Achievement of this GELO was evaluated from data collected from online discussion postings. In a series of 10 weekly online discussion postings on the Canvas course site, students explored cultural sport productions (sport/game/human movement) of various nations, identified the historical context of these ideas and cultural traditions outside the U.S., and how they have influenced American culture. The postings were also a space for students to reflect on readings, class discussions, current events, and/or film & media representations that related to class topics. Postings were balanced between addressing topics related to how sport or games from other cultures have influenced US culture and the effects of internal/external pressures on the culture under investigation. Students were expected to write approximately 1-2 thoughtful paragraphs per entry. Online postings could be an original response to the particular topic or a reply to a post from one of their classmates. Students were advised to keep tone, language, and content academic and respectful. Postings were evaluated on the following criteria: (a) content and organization of posts, including synthesis of course
material; (b) adherence to the assignment guidelines; (c) length and timing of post; (d) syntax, grammar, and spelling; and (e) creativity and insight expressed through the integration of all components of the post.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?

This is a new Area V course taught for the first time in fall 2016. Initial anecdotal student feedback on the course has been excellent. As no data have been previously collected, future instructors will work closely together to see if there are additional areas of improvement. This process will become more meaningful as data are collected. Faculty will continue to highlight how the assignments students complete are linked to the issues discussed in class. We feel that the two written assignments and online discussion posts are very relevant and provide solid measures of student achievement of the GELOs. Minor modifications will be made to the paper outline to provide greater clarity to students on desired paper organization. As additional faculty are assigned to the course (the course coordinator and one other faculty member are each teaching one section of the course fall 2017), the coordinator will schedule a meeting each semester to discuss pedagogical techniques and exchange tips and techniques about teaching the material. In other kinesiology GE courses, this has fostered a community of support among instructors, thus enhancing “buy-in” for working toward the larger aims of the GE area. The course coordinator has developed a Canvas instructor course shell to archive and share resources for future instructors.

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?

All sections of the course are tightly aligned with the Area V Goals, GELOs, Content, Support, and Assessment. Although only one instructor taught the course during the 2016-17 academic year, a common syllabus and textbook are used by the two faculty members currently teaching the course.

(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 was increased from 30 to 40 students in spring 2017 to be consistent with other SJSU Studies courses offered by the Kinesiology Department. Students completed two rigorous, research-based papers (4,050 words min. combined total) which were uploaded to turnitin.com and received feedback from the instructor who has also taught KIN 100W.