General Education Annual Course Assessment Form

Course Number/Title __RECL 111: Leisure, Culture, and Identity__ GE Area ___S___________

Results reported for AY ___2017-2018___  # of sections _____1______  # of instructors _______1_____

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

Department Chair: ___Yoshitaka Iwasaki______ College: of Health and Human Sciences (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) What GELO(s) were assessed for the course during the AY?

GE SLO 1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

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

Women and Leisure writing assignment (Paper #1) was used to assess GELO 1. The paper is a biographical exploration of how identities are shaped by cultural and societal influences within the context of equality and inequality during leisure participation. Students select and write about a famous woman in leisure; examples may include female athletes, authors, artists, musicians, dancers, ritualists, outdoor recreators or other famous leisure participants. Students introduce the woman and explore her struggles and life journey for equality. In addition to gender, students consider how another important aspects of her identity such as sexual preference, parental status, race, religion, size, ability, age, religion or class served as an inroad or obstacle. This is a scholarly paper that relies on credible supports and documentation of the woman’s life history and experience that are found in college level resources. The focus is Women in Leisure so make sure you make it clear why this woman is known in the realm of leisure.

The specific grading rubric item #1 “Clearly describes how the identities of famous women of leisure are shaped by cultural and societal influences within contexts of equality and inequality during leisure participation” is particularly relevant to this GELO assessment. The majority of students (95%) successfully described how the identities of famous women of leisure are shaped by cultural and societal influences within the contexts of equality and inequality. Students did this by giving 2-3 concrete examples of the women’s struggles to achieve greatness in spite of inequalities and the cultural and societal influences in the U.S.
(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.)

There are no modifications planned for this course as it relates to assessment of GELO 1. The assignment works well and is meaningful for supporting student understanding of identity development and influences.

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.