General Education Annual Course Assessment Form

Course Number/Title __ KIN 101, Sport in America ______ GE Area _____________ S_____________________

Results reported for AY _____2013-2014 _____ # of sections _____6_______ # of instructors _______2_______

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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 2013 – SLO #4: Students will be able to recognize and appreciate constructive interactions between
people from different cultural, racial, and ethnic groups within the U.S.

Spring 2014 – 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?
SLO#4: 3 sections, 116 students total. 94% demonstrated average or higher achievement of this SLO; 57%
demonstrated a high level of achievement.

Achievement of this SLO was evaluated from the research paper “Social and Political Actions in the Arena”
(required by all instructors). The student’s final research paper is directly focused on describing and analyzing
social and political actions. Students were asked to identify an individual or group in sport that has been
subjected to some form of oppression or injustice, being careful to outline the larger historical and social
processes that are involved, and to describe particular social actions taken by that group in its fight for greater
equality. Moreover, students were expected to outline the historical challenges of those who attempted to
thwart the implementation of these social actions, as well as relate how the struggle for equality and justice
related to the larger social, cultural, and historical contexts. Students were required to cite at least five (5)
primary sources (i.e. academic journal articles) in the paper (APA style). Paper topics were approved by the
instructor. The required length of the paper was 5-7 double-spaced pages. Criteria for evaluation of the paper
include:1) content, 2) organization/structure 3) integration of relevant theory and class materials, 4) writing
clarity, and 5) originality.

SLO#1: 3 sections, 111 students total. 96% demonstrated average or higher achievement of this SLO; 59%
demonstrated a high level of achievement.

Achievement of this SLO was evaluated from the research paper “Critical Sport Autobiography Paper”
(required by all instructors) Students wrote a critical autobiography about how play, game, sport, and/or
physical activity participation contributed to student identity (race, ethnic, cultural, class, gender, sexual orientation, etc.). It was expected that students incorporated a discussion of relevant theoretical issues in this paper as well as utilized appropriate primary resources to reference important themes. Students were required to cite at least five (5) primary sources (i.e. academic journal articles) in APA Style, over 4-6 double-spaced, typewritten pages. Criteria for evaluation of the paper include: 1) content, 2) integration of relevant class theory and materials/references, 3) writing clarity, and 4) originality. Extensive rubrics were used to grade student papers.

(3) **What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?** As indicated above, faculty 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 good measures of student achievement of the SLOs. We are not planning to modify these assignments, but KIN 101 instructors will continue to discuss pedagogical techniques. Not only do these conversations serve a practical purpose--to exchange tips and techniques about teaching the material (what works and what does not)--but an added benefit is to foster a community of support among the instructors, thus enhancing “buy-in” for working toward the larger aims of Area S. Moreover, the departmental general education committee frequently discusses the need and value of further harmonizing course content and assessment among instructors. All courses have integrated new media tools and digital education tools to enhance the course experience. The course coordinator has updated and maintained a Canvas instructor course shell to archive and share resources.

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 tightly aligned with the Area S Goals, SLOs, Content, Support, and Assessment. This is facilitated by using a common syllabus and textbook across sections, shared materials, and semester meetings with faculty teaching the course. Two common assignments are required in all sections of the course: a final Scholarly Research Paper and the Critical Sport Autobiography. Only 2-3 instructors regularly teach KIN 101; thus, coordination of the course has been uncomplicated. The instructors meet formally and informally to share teaching strategies, discuss alignment with GE objectives, and plan assessment of the class. A very detailed Canvas site is maintained that contains all course materials, which helps to maintain the current level of consistency for new and returning instructors that teach KIN 101. In addition, all sections have integrated new media and digital education tools to enhance the course experience. The departmental general education committee frequently discusses the need and value of further harmonizing course content and assessment among instructors.

(5) **This Upper Division Area S G.E. course has an enrollment range of 33-40 (cap at 40), with an average of 3 sections per semester, offered in Fall and Spring semesters. Students complete two rigorous, research-based papers (4,050 words min. combined total) to meet and exceed writing requirements for this course. Students upload documents to turnitin.com and receive feedback from instructors. Student are encouraged to use campus resources including, but not limited to, the Writing Center, Peer Connections, and library services.**