General Education Annual Course Assessment Form

Course Number/Title: KIN 101, Sport in America  
GE Area: S

Results reported for AY 2014-2015  
# 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 2014 – SLO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

Spring 2015 – SLO 3: Students will be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

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

SLO#2: 3 sections, 106 students total. 95% demonstrated average or higher achievement of this SLO; 64% demonstrated a high level of achievement.

SLO#3: 3 sections, 113 students total. 95% demonstrated average or higher achievement of this SLO; 53% demonstrated a high level of achievement.

Achievement of these SLOs was evaluated using 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 individual or 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 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 included: (1) content, (2) organization/structure (3) integration of relevant theory and class materials, (4) writing clarity, and (5) originality.
What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? Faculty will continue to highlight how the assignments students complete are linked to the issues discussed in class. We feel that the assignment described above is very relevant and provides a good measure of student achievement on these two SLOs. Minor modifications will be made to the paper outline to provide greater clarity to students on desired paper organization. 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):

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: the paper described above and a 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.

This Upper Division Area S G.E. course has an enrollment range of 31-40 (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 Area S. 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.