General Education Annual Course Assessment Form

Course Number/Title: RECL 100W Writing Workshop  GE Area: Z

Results reported for AY: AY 14-15 # of sections 2 (combined from terms)  # of instructors: 2 (combined from terms)

Course Coordinator: Ms. Billie Jo (BJ) Grosvenor  E-mail: billiejo.grosvenor@sjsu.edu

Department Chair: Dr. Anne Demers  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?

SLO 4: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards

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

Assignment used for outcomes assessment - White Paper (Final) Assignment was worth 70 points out of 300 total and was submitted as the final assignment in the class. As the Recreation major is comprised of both Recreation Management and Recreation Therapy students, it has been decided by the full-time faculty and the instructional faculty – that slightly different assignment instructions would be presented to the class – all the while maintaining consistent editorial standards for the two concentrations. The assignment is still a White Paper (Solution focused research). The alteration is in relation to the type of research and writing that will be asked of the majors once in the field. RT majors are more involved in evidenced based clinical research. Rec Mgt majors are asked to present solutions through consumer and market research on program challenges, budget alterations or facility design projects. Both assignment instructions are presented to the class along with a rubric.

The results were as follows. Forty percent of the students enrolled achieved a grade level of an “A.” Thirty-two percent achieved a “B.” Twenty percent a “C” and eight percent a “D.” grade. The sum total of 80% or above was indicated for seventy-two percent of the students in the course.

It was noted by the instructors that the students did relatively well on this assignment. One pedagogical standard that may have led to the data – was that the students were required to submit a draft of this assignment and they received both instructor feedback and peer feedback. This did allow for the students to substantially improve the quality of their paper for their final submission. It was required that they follow strict APA formatting with a minimum use of level 1 and 2 headings as well as in-text citations from peer reviewed journal articles – directly relating to their professional topics.
(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.)

The paper prior to this assignment (White paper) is an Issue Brief. The point value for that assignment was raised so that the assignment was valued as an important procurer to the White paper in the hopes that the students would dedicate the time to researching the professional issue at a depth that would lend to better results being presented in the White paper. The shift in valuing the assignment at a higher percentage did net the intended results. Both papers benefitted from the proper weight in relation to the point values assigned.

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?

The faculty who teach this course have been oriented to the GE assessment requirement and have been actively participating in the process when requested by the course coordinator and/ or chair. The current syllabi reflect the update of the GE outcomes as outlined in the Fall 2014 publication posted on the Undergraduate Studies website.

(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 SLOs for writing.

This course enrollment is held at the required 25 maximum. No additional information is required for this section of the report. The faculty are very clear in their desire to provide meaningful feedback to the students.