General Education Annual Course Assessment Form

Course Number/Title: RECL 100W – Writing Workshop       GE Area: GE Area-V

Results reported for AY: 2013-14 # of sections: 1 # of instructors: 1

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

Department Chair: 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, 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?

GELO #2. Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

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

<table>
<thead>
<tr>
<th>PERCENTAGE OF STUDENTS DEMONSTRATING COMPETENCE</th>
<th>Assignments Related to General Education Learning Outcomes - GELO(s)</th>
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</thead>
<tbody>
<tr>
<td>69% or below 79% to 89% 90% or above</td>
<td>GELO #2. Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.</td>
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<tr>
<th>Place the % of students below</th>
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<tr>
<td>0%</td>
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<td>29%</td>
<td>71%</td>
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INSTRUCTION: Specify assignment-direct measurement in this space

Research Paper- students demonstrated mastery of summarizing claims of research, and were able to contrast and compare strengths and weaknesses, from several sources and drew conclusions with the framework of a “white paper.”

(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.)

Reflections

GELO #2 – When oriented to the major assignments in the course (compare and contrast paper, issue brief and white paper) the students are able to apply the concepts of research and writing into the framework of the recreation and recreation therapy professions.

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?

Response - GE Learning Objectives are embedded in the course assignments. Typically one course per term is offered in RECL 100W. The faculty who taught the course retired. The full-time faculty have held a meeting with the current professor (F 14) to orient them to the GE objectives, the course assignments, the expectation of rigor from the students and the expectation that feedback from the faculty to the students should occur in a timely manner.

(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.

Response – RECL 100W has a variety of writing assignments that assist students in developing their academic voice. The faculty in RECL utilize a common rubric for grading writing. This assists the students in knowing clearly the disciplines’ expectations for writing competence.