General Education Annual Course Assessment Form

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

Results reported for AY: 2016/2017  # of sections: 12 (Fall, Spring)  # of instructors: 3

Course Coordinator: Gary Cava  Email: gary.cava@sjsu.edu

Department Chair: Dr. Toni Campbell  College: Education

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. (Spring) Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, clarity of expression
2. (Fall) Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
3. (Fall/Spring) Organize and develop essays and documents for both professional and general audiences
4. (Spring) Organize and develop essays and documents according to appropriate editorial and citation standards
5. (Fall) Locate, organize, and synthesize information effectively to accomplish a specific purpose and to communicate that purpose in writing

GELOs 1 through 5 were assessed through the Signature Assignment for the class, the Final Research Paper, currently an 8-10 page paper structured as a persuasive essay within a particular area of child/adolescent development. The assignment is an extension of a short literature review assignment in which the students begin their investigation of the selected topic (approved by the instructor). As students create their essays they are to use APA writing style as defined in the Publication Manual (Ch. 3, Writing Clearly and Concisely; Ch. 4, The Mechanics of Style). Together these papers assess the students’ abilities to explain, analyze, develop, and criticize ideas effectively using a variety of both primary and secondary sources. Peer review drafts of these essays are done in class in order to make first and second corrections in language use, grammar, and clarity of the thoughts expressed. Thirty percent of the final grade for this assignment is based on clarity, language use, and grammar.

What were the results of the assessment of this course? What were the lessons learned from the assessment?
During the AY 2016-2017, 12 sections of ChAD100W were offered with a total of 308 students enrolled. Twenty additional students were given WU grades. The assessment data for the Signature Assignment (GELO2) were collected from all sections of the course, and the results suggest that the majority of the students were successful at attaining the learning outcomes for the class. Lower grades were usually a result of minimal effort in the work. These lower-graded papers showed a reduced use of supporting material or lack in providing relevant practical applications of their claims along with grammatical and stylistic errors. The number of sections reporting on GELO outcomes is addressed in the discussion of modifications below.

<table>
<thead>
<tr>
<th>Student Attainment of Area Z GELOs on the Final Paper Assignment in AY 2016-2017</th>
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<tr>
<td>GELOs 1-5 (Final Paper, N=328)</td>
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<td>190 (59%)</td>
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(2) 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.)

Improvement of coordination of assignments and review of grading rubrics for specific assignments between the three instructors will continue through communication with each other. Rubrics and assignment guidelines will also continue to be aligned so that collecting assessment data will continue to give a clear picture of overall student success in the class.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(3) 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?

All sections of this course are aligned with area Goals, Student Learning Objectives, Content, Support, and Assessment. The course coordinator collects and reviews faculty syllabi (as well as assessment reports) for each section of the course every semester.

(4) 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.

ChAD 100W is not offered in large-enrollment sections.