General Education Annual Course Assessment Form

Course Number/Title _ENVS 100w_ GE Area _SJSU studies Area __Z______________________________

Results reported for AY __2013‐14_______ # of sections ____1________ # of instructors _____1__________

Course Coordinator: ______R.O’Malley_ E‐mail: _rachel.omalley@sjsu.edu_

Department Chair: ___ R.O’Malley (acting)____ College: ____SocSci_

**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?

SLO1-1A: Perform essential steps in writing process, use correct grammar, form clear thesis statement

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

Assignments 1-8 are designed as steps in the development and writing of a research paper. Assignments: Passions (to help students identify a general topic area), Research Question (2 drafts, to develop a quantitative research question), Annotated Bibliography- Background (to develop a strong background section), Library (to learn how to research peer-reviewed literature), Annotated Bibliography- Peer-Review (to find quantitative data and supports for the paper), Critical Review (to check comprehension of peer-reviewed literature in their subject), Outline (2 drafts, to check on organization of ideas related to answering their research question, development of a thesis statement, and development of their paper), Research Paper (3 drafts, final culmination of all semester’s work into a coherent and cohesive discussion/argument). Grammar is addressed at each stage/assignment.

Assessed cumulatively, distribution of success on assessment tools for the students who were graded at the end of the semester was as follows:
A: 20%
B: 32%
C: 16%
D/F: 32% these students dropped (or received a WU) rather than receive a D/F.

Students struggle in developing a research question that contains a quantitative component (calculations using existing data to answer a question). Students that do not develop a working research question have trouble finishing the rest of the work. They also struggle to stay current with the due dates and workload, because all of the assignments are linked.
(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.)

In Fall 2014, the instructor added additional time to meet in-class individually with students to develop their research questions. She also set due dates further apart to give time to students that need to catch up if they fall behind.

**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?

This course continues to be well-aligned with the Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment for Area R.

(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.

Assign 1: Research Paper 2,500 words x 3 drafts = 7,500 words

Assign 2: Passions 500 words

Assign 3: Research Question 250 words x 2 drafts = 500 words

Assign 7: Critical Review 700 words

Assign 11: Op/Ed 150 words

Total: 9,350 words

(not including Annotated Bibliographies, Outline, and Resume/Cover letter)

Students receive thorough feedback on their writing through a combination of revision assignments, group assignments, peer editing and instructor feedback.