**General Education Annual Course Assessment Form**

Course Number/Title: HPRF/HS 100W – Writing Workshop
GE Area: Z

Results reported for AY: 2015-2016  
# of sections: 12  
# of instructors: 6

Course Coordinator: Billie Jo Grosvenor  
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Department Chair: Dr. Anne Demers  
College: Applied Sciences and Arts

**Instructions:** This report will be electronically submitted to <curriculum@sjsu.edu>, by 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 GELO(s) were assessed for the course during the AY?

   **GELO 5:** Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

2. What were the results of the assessment of this course? Lessons learned from the assessment?

<table>
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<tr>
<th>HSR CRITERIA: All students enrolled in the course being assessed should achieve a minimum grade of 80% on the assigned assignment.</th>
<th>Results</th>
<th>Lessons Learned</th>
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</table>
| **CLO 5: Research and compose a scholarly paper using APA format**  
Scholarly Research Paper. Research, define, and describe a health problem for a specific priority population. Cite peer-reviewed journal articles and synthesize information, using your own words to communicate the information. | Course # 49089  
72% A’s; 16% B’s; 8% C’s; 4% D’s; 0% F’s | Within the class size of 25, students had numerous opportunities to practice research and writing throughout the semester. This allows for instructor to provide individual feedback to students. Faculty also utilized strategy of students’ peer-reviewing another’s essays in-class. |
| **Class 2** | Assignment Instruction | Results | Lessons Learned |
| Students develop competence in researching professional medical journals and use peer-reviewed journal articles to support their thesis statements. Develop skills in synthesizing articles to write a complete discussion section of their research paper. Students are given optional exercises from the book, *From Inquiry to Academic Writing*, Greene and Lidinsky to successfully complete the synthesis assignments. | A’s 80%; B’s 20% | Students who complete the assignments relating to synthesis do very well. Students who complete the optional assignments earn additional points towards their final grades. |
| **CLO 3: LO3 Organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.**  
Students develop competence in researching professional medical journals and use peer-reviewed journal articles to support their thesis statements. Develop skills in synthesizing articles to write a complete discussion section of their research paper. Students are given optional exercises from the book, *From Inquiry to Academic Writing*, Greene and Lidinsky to successfully complete the synthesis assignments. | A’s 80%; B’s 20%; 12% C’s; 17% D’s; 8% F’s | |
| **Class 3** | Assignment Instruction | Results | Lessons Learned |
| Literature Review: research, define, and describe an issue that you have future professional influence over to effect positive change. This could be a health problem (a genetic disorder, a pathogen-based disease, a chronic condition, or a type of injury) that is causing an increase in morbidity (illness, injury, reduced functioning) and/or mortality (death) for a specific priority population (of your choice) in a given geographic locale. Your written discourse will demonstrate that the health topic merits further debate, exploration, and continuing academic attention. Your goal is to contribute to your field’s knowledge base, or educate to incite action. (This is not a generic information report.) | Section 12 Fall 15  
31% of A’s; 40% of B’s; 17% of C’s; 4% of D’s; 8% of F’s. | Of the 4 F’s for these 2 sections, 3 were students not submitting the assignment at all and never actively participating in the ONLINE course from the beginning and not withdrawing. As a culminating assignment there is always room for continued improvement. Many students struggle to have an organized paper due to an unclear topic/issue and thesis. Requiring follow up meetings with a librarian would assist in understanding how to narrow key terms to better locate relevant information, having students submit outlines and drafts would ensure they are on track, and expanding the use of the APA workbook to improve formatting would significantly enhance student outcomes. |
| **CLO 2: Express (explain, analyze, develop and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.**  
CLO: 3 Organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources. | | |
| **Class 4** | Assignment Instruction | Results | Lessons Learned |
| Research Paper (Method) 1. Continue to consider your research question→refine your thesis. 2. Identify 3+ additional articles to use in the Research Paper. These articles should be peer-reviewed. 3. Write: a solid introduction (2-3 full paragraphs or more; should refer to the Literature Review and its articles), the body of the paper (should refer to the topic and the 3+ new articles; you may refer back to the Literature Review’s articles), and a conclusion. 4. Don’t forget the cover page, introduction, conclusion, and References page | 48% of A’s; 36% of B’s; 36% of C’s; 8% of D’s; 4% of F’s. | Students need support and teaching in the art of synthesizing sources. In-class practice activities will be added to the curriculum. |
## Spring 2016 - Class 2

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<thead>
<tr>
<th>Assignment Instruction</th>
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<tbody>
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<td>CLO 5: Research and compose a scholarly paper using APA format</td>
<td>Scholarly Research Paper: Research, define, and describe a health problem for a specific priority population. Cite peer-reviewed journal articles and synthesize information, using your own words to communicate the information.</td>
<td>Course # 28713: 64% A's; 24% B's; 4% C's; 4% D's; 4% F's. Students had numerous opportunities to practice research and writing throughout the semester. This allows for instructor to provide individual feedback to students. Faculty also utilized strategy of students’ peer-reviewing one another’s papers.</td>
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## 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?

Although the course continues to be aligned with Area Goals and GELOs, some consistency has been lost across sections given the number of sections being taught and the lack of a Course Coordinator. This will be remedied in the spring 2017 semester – a Course Coordinator will be assigned (.10 - .20) and will have responsibility for working with the Chair and course instructors to develop essential assignments that are linked to specific LOs. Instructors for all sections will assess the same GELO(s), using the same essential assignment(s), each semester to ensure reliability.

(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. The course enrollment cap is set to 25 in the HSR dept. No modification is necessary to the evaluation of the oral presentations.