**General Education Annual Course Assessment Form**

Course Number/Title ___HPRF/HS 100W - Writing Workshop  
GE Area__Z__________________________

Results reported for AY ___2016-2017____  
# of sections: 9 (FA16)  SP17: 8  # of instructors _____5____

Course Coordinator: Anji Buckner (Assessment coordinator)  
E-mail: anji.buckner@sjsu.edu

Department Chair: __Anne Demers__________  
College: _____Applied Sciences and Arts__________

**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 GELO(s) were assessed for the course during the AY?  
   GELO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, and clarity of expression

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

   The assignment used for assessment in this course is the final paper, which is a discipline specific research paper in which proficiency in language, grammar, and clarity are all evaluated. The majority of students meet a C or better or threshold, with 80% achieving a B and 15% receiving an A.

   In addition to the final assignment, one instructor piloted a formative assessment process in Spring 2017 that showed promising practices and will be further discussed by the department and teaching team regarding full implementation across all courses. The instructor piloted an in class activity on the use of voice as a way to determine how much additional class time was necessary to devote to this specific grammatical proficiency. The instructor structured this pilot as pre/post test to determine the effectiveness and found that student understanding and ability to correctly identify and use third person voice did improve following the in class activity.

   The lessons learned through this assessment process indicate some positive practices that should continue to be implemented in this course, including: continued support of student writing development in class through peer editing sessions, breaking the paper into small parts, and providing instructor feedback on key stages as students progress through the assignment - particularly in areas of synthesizing literature and formulating thesis statements.

   The lessons learned from the pilot formative assessment of in class activities to teach and assess appropriate use of key grammatical elements was also promising. The instructor is going to
continue to create simple in class activities that can be used by other instructors on grammatical elements of voice, passive construction, parallelism, and subject-verb agreement.

(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.)

Assessment processes in the multi-section courses has been challenging over the years because we have not been able to staff a course coordinator, which is really imperative to ensure that all course sections and all course instructors are collecting and analyzing assessment data in a similar way.

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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Currently, the first step of planned action is to have a discussion with the course coordinator and course instructors to finalize a syllabus template that links assignments to GE learning outcomes to ensure consistency across this multi-section, multi-department course.

(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 GELOs for writing.

The course enrollment is set to 25 students for this course. No modifications are planned.