General Education Annual Course Assessment Form

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

Results reported for AY __2017-2018____ # of sections: FA17: SP18: 9 # of instructors _____6____

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

Department Chair: ___Yoshitaka Iwasaki____ College: of Health and Human Sciences (CHaHS)

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?

Over the 2017/2018 academic year the HPRF 100W faculty assessed GELO 2: Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

Faculty used the Critical Analysis Assignment to assess this GELO. While the majority of students met or exceeded the expectations for the assignment, there are some students who did not and still others who could benefit from additional instructional time. (For example, in one section 7/21 were exceptional, 11/21 were adequate, and 3/21 were inadequate).

Follow up faculty reflection revealed that the lessons learned from this assessment include the need for additional class/instructional time supporting students with critical analysis, backing up claims, and understanding the audience.

During Spring 2018, faculty focused on supporting students in their understanding and application of backing up claims in their writing. One section introduced an exercise using a peer reviewed article reviewed at home and in class discussions through small group processing and sharing. Groups of students were prompted to find passages to analyze for critical review, develop an argument, and construct at least 2-3 backup sentences to support their claims. Student teams work together and follow the guidance of an instructor-generated worksheet. The results of this in class activity were promising. Each
of the teams met the expectations and it appears to be an activity that should continue to be refined and included in the course.

(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.)

To further increase the consistency across sections the faculty met for an assessment and course alignment meeting with the assessment coordinator and the interim department chair. The results of this meeting were renewed sense of collaboration and sharing and some agreements on how to proceed with key course assignments and the next assessment cycle. Specifically, the language for key assignments was agreed to be adopted across sections, including the assignment weights, collaboration spaces were developed by the assessment coordinator to share youtube writing tutorials, assignment rubrics, additional reading and peer reviewed articles, an APA style guide, and the assessment assignment for Fall 2018. To continue to discuss how to meet the needs of students who are struggling with writing and basic grammar it was discussed that the Writing Across the Curriculum team may have some grammar resources to share and the teaching team or department should inquire.

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?

During Spring 2018, several members of the teaching team met with the assessment coordinator and the department chair to discuss course consistency, alignment across sections, and collaborative assessment plans. The goal of the meeting was to agree on key assignments and shared language to describe the key assignments that would be used to assess the learning outcomes and further help align the course across sections.

(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.