General Education Annual Course Assessment Form

Course Number/Title: HSPM-100W - Writing Workshop

GE Area: 3

Results reported for AY 2016 # of sections: 4 # of instructors: 2

Course Coordinator: Kathy Haven E-mail: kathleen.haven@sjsu.edu

Department Chair: Dr. Tsu-Hong Yen 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 3 Organize and develop essays and documents for both professional and general audiences.

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

Out of the 26 students assessed in Fall 2016:

- 84% mastered the GELO at a high level (averaging a “B+” or better on assessment activities)
- 14% mastered the GELO at an average level (averaging between a “C” and a “B” on assessment activities)
- 2% either failed to master the GELO, or did so at a marginal level (“C-” or below on assessment activities)

Lessons Learned – the assignments produced high-level averages of student success rates and were appropriate for the GELO

(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.)

For the Fall of 2016 semester, two assignments were assessed for GELO 3 using a percentage grading scheme corresponding to a letter grade (A/B/C/D/F). These assignments included:

Research Report (APA) - From their own fields or majors of interest, students produced research reports using APA formatting to address the academic audience regarding
challenges presented in their field. This research report required students to review 6 sources from academic and professional sources to incorporate into a 2100 word paper.

**Business Letters** - Students produced a series of business letters with attention to audience, purpose, and formatting style to address inquiries, requests, and event proposals. These letters then passed through several stages of editing in both style and grammar to improve their effectiveness.

These assignments meet the expectations of GELO 3 by demonstrating critical thinking skills in order to analyze and produce improved drafts of their written assignments for both the academic and professional audiences.

Students who mastered GELO 3 at a higher level demonstrated the following abilities to address all CLOs in their document skills.

- **CLO1**: Write clear and concise *business letters, reports or proposals*
- **CLO2**: Articulate in writing a *Problem of Practice* and plans for research
- **CLO3**: Successfully complete quizzes to assess student understanding of terms from constructs presented and format/in-text citations using APA
- **CLO4**: Prepare a formal paper based on news articles
- **CLO5**: Prepare a *literature review* in an area of hospitality
- **CLO6**: Prepare a *research paper*

Students who failed to master SLO 3 or did so at a marginal level demonstrated inadequate research and organizational writing skills and were not able to effectively research and arrange their resources to adequately complete their research papers.

**Suggested Modification:**
In order to address and support all students to be more successful, better research support should to be provided in the course with direct support from the department’s library liaison. In addition, it is recommended that the course work divide the research paper into sectional work such as literary review (which is already addressed), but also establishing credible sources, defined thesis/topic development, and clear guidelines on producing abstracts. These can be effectively addressed in the drafts of writing with ample opportunity for peer review and modeling. By addressing the research paper in more defined writing assignments, students are able to produce much more successful papers and more importantly see the value of each step in the process of a research paper.