General Education Annual Course Assessment Form

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

GE Area: 3

Results reported for AY: 2017

# of sections: 4

# of instructors: 2

Course Coordinator: Kathy Haven

E-mail: Kathleen.haven@sjsu.edu

Department Chair: Dr. Tsu-Hong Yen

College: Health and Human Sciences

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  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?

Out of the 120 students assessed

- 72% mastered the GELO at a high level (averaging a “B+” or better on assessment activities)
- 21% mastered the GELO at an average level (averaging between a “C” and a “B” on assessment activities)
- 5% either failed to master the GELO, or did so at a marginal level (“C-” or below on assessment activities.
- 1 Student withdrew from class

For AY 2017, various assignments were assessed for GELO 1 using a percentage grading scheme corresponding to a letter grade (A/B/C/D/F). These assignments included:

- Students develop a Portfolio including assignments focused on 1) Career Path, 2) Business Communication and 3) Event Planning. All assignments correspond to the academic and career paths within the HTEM department. This portfolio requires students to employ a variety of academic and professional communication strategies. Each assignment entails a different task and attention to the audience using professional language and strategic communication.

- The APA Research Paper requires students to identify a problem or issue within their field and to conduct extensive research to produce a literature review. This research and literature review allows the student to analyze each source and critically assess its relevance to the student thesis.
Both of these assignments are aligned to GELO 1 through the production of written work demonstrating the use of academic language, grammar, and clarity of expression.

Students who mastered GELO 1 at a higher level demonstrated the following abilities:

- Effectively produced both letters and an academic research paper utilizing both rhetorical strategy in their communication with specific attention to academic language and grammatical structuring with little to no significant errors or miscommunication.

Students who failed to master GELO 1 or did so at a marginal level demonstrated the following abilities:

- Challenged to produce letters and an academic research paper utilizing both rhetorical strategy in their communication with specific attention to academic language and grammatical structuring with significant errors or miscommunication.

(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.)

No modifications to the course or to assessment activities and the schedule are planned for the upcoming year; assignments are relevant to the course and an above-average percentage of students (more than 70%) fulfilled GELO 1 at a high level.

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?

All sections are in alignment with the Goals, GELOs, Content, Support, and Assessment within the 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.