General Education Annual Course Assessment Form

Course Number/Title: ScWk 100W Writing Workshop  
GE Area: Z

Results reported for AY 2016-17  
# of sections: 2  
# of instructors: 1

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Department Chair: Peter A. Lee  
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
- Clarity of expression

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

We conducted pre- and post-tests with items addressing GELO 1. Pre-test was administered in the beginning of the semester and post-test was administered at the end of the semester. We conducted a paired-sample t-test and results show that students improved significantly from pre-test (mean score = 12.7 out of 20) to post-test (mean score = 15.2 out of 20) (t = -4.95, p = .001).

Although results show significant improvement of students, only 28 out of 58 students from the two sections completed both pre- and post-tests. The rest of students completed only either the pre- or the post-test. To better capture student learning experiences, we can consider making completion of both pre- and post-test as requirements for 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.)

Pre- and post-tests were completed voluntarily with no grade points assigned. To improve response rates, as stated in (2), we will plan to require completion of both pre- and post-tests for students with incentives such as extra credit.
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?

The course well-aligns with the area goals. For the upcoming semester (Spring 2018), we will review the new GELOs from University Policy S14-5 and make necessary adjustments in the course content and assessments to be better aligned with the new GELOs.

(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.

For the Spring 2017 semester, we exceeded the enrollment cap of 25 and there were 29 students in each section. This was necessary to accommodate all eligible social work students in that particular semester so they can be on-track for graduation. Given our budget situation, we could not afford to open additional sections. Although the sections were over-enrolled, we were assured by the instructor (who is experienced and has taught the course several times before) that there was no compromise in providing thorough written feedback to students and meeting the intentions of the GELOs and goals for Area Z.