General Education Annual Course Assessment Form

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

Results reported for: AY 2016-17  # of sections: 11  # of instructors: 8

Course Coordinator: Faustina DuCros, Rachel Bryant-Anderson  E-mail: faustina.ducros@sjsu.edu  rachel.bryantanderson@sjsu.edu

Department Chair: Carlos E. Garcia  College: Social 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 3: Students shall be able to organize and develop essays and documents for both professional and general audiences.

GELO 6 (department-created optional): Read from sociological and popular literature from different sources.

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

Assessment Process: Ten sections of SOCI 100W and one section of SOCS 100W were taught in 2016-2017. Instructors were asked to assess 5 student papers and 5 student presentations for each semester and section from their class starting with a randomly generated number corresponding to a student on their roster. They assessed the final paper and an oral presentation according to GELO 3 to evaluate the paper using a three-point rubric assessing (1) Audience: Context and Purpose, (2) Organization, and (3) Content Development. The rubric scoring included four possible outcomes (Below Benchmark at the lowest point, Benchmark, Milestone, and Capstone at the highest point). SOCI/SOCS 100W instructors completed a Qualtrics assessment rubric. The SOCI/SOCS classes were assessed together.

GELO 6 was assessed by a survey of the syllabi conducted by the coordinator.

Results: All five sections were assessed in Fall 2016 (25 students sampled); three of the six sections were assessed in Spring 2017 (15 students sampled). The results below are for Fall/Spring respectively. For all three assessment areas combined in oral communication, 95%/98% of the students reached Benchmark or above, indicating some mastery of the GELO. In area 1, 92%/93 reached Benchmark or above; in area 2, 96%/100% reached Benchmark or above; and in area 3, 96%/100% reached Benchmark or above. There were more students in Below Benchmark for Audience, compared to Organization and Content Development for both semesters.

For written work, all three assessment areas combined, 95%/93% of the students reached Benchmark or above, indicating some mastery of the GELO. In area 1, 92%/93% reached
Benchmark or above; in area 2, 92%/93% reached Benchmark or above; and in area 3, 100%/93% reached Benchmark or above. In Fall 2016, there were more students in Below Benchmark for Audience and Organization (8% each), compared to Content Development where there were zero. In Spring 2017, there was an equal number of students in Below Benchmark for each criterion (7%).

Regarding GELO 6, all instructors had readings assigned from traditional sociological sources as well as material for popular audiences.

**Lessons Learned:** Of the students sampled, the vast majority have some level of competency in determining audience, organizing information, and developing content effectively. Overall, determining appropriate audiences for writing and oral presentations seem to the most challenging task for students. These findings suggest that more instruction time in determining and speaking to specific audiences could help strengthen these skills.

(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.)

**Making Assessment Sustainable:** We successfully applied a new Qualtrics assessment strategy in Spring 2015 for SOCI/SOCS 100W to assess GELO 1 and continued to use it for 2015-16 (GELO 2) and 2016-2017 (GELO 3). After assessing feasibility of Google Forms or Canvas as alternative methods of gathering the data, the current coordinator decided to continue using Qualtrics software. We will also continue to work on ensuring 100% participation from the instructors as well as making it easier to submit assessments for multiple sections.

**Closing the Loop:** The course coordinator reports findings from the assessment to the 100W instructors, and meets with individual faculty when needed about resources and issues related to addressing the needs of sociology and social science teacher preparation majors taking the course. As part of the work completed with the Writing Across the Curriculum program, we developed a pool of materials that instructors can consult as they prepare for and teach their courses (hosted on the WAC website). These materials include a course description and objectives, assignment sequences aligned with GELOs, and resource lists. Because we staff a number of sections of 100W and we have part-time faculty teaching the course, the course coordinator actively directs instructors to the resource pages and encourages sharing of best practices by circulating examples of successful syllabi. We also seek feedback on rubrics from instructors in the classroom to ensure that they are practical for the task of assessing GELOs.

**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?

Yes

(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.

Not Applicable