General Education Annual Course Assessment Form

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

Results reported for: AY 2015-16  # of sections: 10  # of instructors: 4

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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 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
   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: Nine sections of SOCI 100W and one section of SOCS 100W were taught in 2015-2016. Instructors were to assess 5 student papers 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 in 3 areas corresponding to GELO 2 to evaluate the paper: (1) explain ideas effectively, (2) analyze and criticize ideas effectively, and (3) develop ideas effectively. The instructors used a 4-point rubric (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: The results showed that in both Fall and Spring, and for all three assessment areas combined, 93.4% of the students reached Benchmark or above, indicating some mastery of the GELO. In area 1, 95% reached Benchmark or above; in area 2, 90% reached Benchmark or above; and in area 3, 95% reached Benchmark or above. There were more students in Below Benchmark and Benchmark in areas 2 and 3, compared to area 1. 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 a level of competency in explaining, analyzing/criticizing, and developing ideas effectively. Slightly more students are less successful at analyzing and criticizing ideas in their writing. There are also more students clustered in the Benchmark category for developing ideas. These findings suggest that more instruction time in analyzing/criticizing and developing ideas 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:** In Spring 2015, the previous course coordinator (and chair), the current coordinator, and one part-time 100W instructor worked with the Writing Across the Curriculum (WAC) director, Thomas Moriarty, to develop a revised the assessment schedule and assessment plan for a multi-year and sustainable assessment strategy. This involved developing an assessment instrument and rubric based on the GELOs to be deployed through Qualtrics. The 100W instructors were to complete the online assessment questionnaire as they read the final papers in their class, thereby reducing paper flow and making assessment part of the grading process. In previous years, we had instructors use paper/pencil rubrics, which would have to be hand tabulated.

We successfully piloted this strategy in Spring 2015 for SOCI/SOCS 100W to assess GELO 1. Prior to the beginning of Fall 2015, the current course coordinator and one of the 100W instructors developed assessment instruments and rubrics for 2015-2016’s GELO 2 in the same manner.

While the electronic method of assessment is an advance over the paper method, the coordinator will be looking into Google Forms and/or Canvas as alternative methods of gathering the data. The Qualtrics software was somewhat cumbersome in the survey-production stage and in calculating the final results. Canvas, especially, may provide some assistance with ensuring 100% participation from the instructors, and 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 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