# General Education Annual Course Assessment Form

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>SOCI 100W Writing Workshop</th>
<th>GE Area</th>
<th>Area Z</th>
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<tbody>
<tr>
<td>Results reported for AY</td>
<td>2017-18</td>
<td># of sections</td>
<td>11</td>
</tr>
<tr>
<td>Course Coordinator:</td>
<td>Rachel Bryant-Anderson</td>
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<tr>
<td>Department Chair:</td>
<td>Carlos E. Garcia</td>
<td>College: Social Sciences</td>
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**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@sj-su.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 4:** Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards.

2. **What were the results of the assessment of this course? What were the lessons learned from the assessment?**

   **Process:** In the 11 sections of SOCI 100W offered in Fall 2017 and Spring 2018, instructors were asked to assign students the SJSU Library’s online tutorial and accompanying test on plagiarism. The tutorial and test address what plagiarism is, how to avoid it, how to cite sources, and consequences of plagiarism. The coordinator obtained the student test scores from the librarian and determined the proportion of students at the Capstone (100% on the test), Milestone (90-99.9%), Benchmark (80-89.9%), or Below Benchmark (less than 80%) levels.

   **Results:** Ten of the 11 sections participated in the assessment, with a total of 229 students assessed over the two semesters. The average student score on the plagiarism test was 91 percent, falling within the Milestone range. Over 91 percent of the students reached Benchmark level or above: approximately 18 percent fell within Benchmark range, 42 percent within Milestone range, and 31 percent within Capstone range.

   **Lessons Learned:** In general, students exhibited competence or mastery in relation to issues pertaining to plagiarism. The library’s plagiarism tutorial seems to be effective in conveying the fundamentals of understanding plagiarism. This suggests that the online tutorial format may be useful for other lessons related to technical writing issues associated with GELO 4, such as citation and reference list formatting (although online tutorials for the ASA format used in SOCI 100W do not yet exist).

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:** Using the online tutorial/test as the basis for assessment helped to minimize the assessment workload for instructors, as the coordinator was able to obtain the data directly from the library. Collecting data well in advance of the end of the semester could help facilitate completion from 100 percent of the sections; this would leave enough time for the coordinator to identify which classes had not completed the assessment activity and, if necessary, remind instructors to assign it to their students.

**Closing the Loop:** The course coordinator will report the assessment results to the instructors and encourage continued use of the online plagiarism tutorial/test.

**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