General Education Annual Course Assessment Form

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

Results reported for AY: 2013/2014  # of sections: 6 (F, Sp)  # of instructors: 1

Course Coordinator: Gary Cava  Email: gary.cava@sjsu.edu

Department Chair: Dr. Toni Campbell  College: Education

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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

SLO 1: refine the competencies established in Written Communication 1A and 1B.

SLO 2: express (explain, analyze, synthesize, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different genres.

SLO 3: organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

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

For all SLOs the final research paper (a 10-12 page paper on child development topics chosen from a provided list of areas and structured by the student as an expository, persuasive, or analytic essay) was used as the assessment. Out of a total 143 students during the fall and spring semesters, 51 received an A, 65 received a B, 15 earned a C, 7 received a D, and 1 received an F on the final research paper. Overall, students presented meaningful and thoughtful papers and showed a strong interest in their topics. I believe the opportunity for students to choose their subjects from a variety of child development issues for the paper results in more engagement with the writing. Students who received lower grades usually showed less effort in their research and drafting of the paper. The majority of these papers showed a good command of the formatting procedures for APA style as well as reasonable use of source material to support their theses.

(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 major modifications are planned for these sections during the 2014-2015 AY.
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 (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, the department uses a course coordinator approach to standardizing the teaching of our GE courses across multiple sections. The coordinator, after consultation with the faculty, provides all course instructors a required syllabus, text/readings, and signature assignment(s) for assessing student learning outcomes.