## General Education Annual Course Assessment Form

**Course Number/Title:** Soci 100W Writing workshop  
**GE Area:** Z

**Results reported for AY 2013-14**  
# of sections: 9  
# of instructors: 5

**Course Coordinator:** Wendy Ng  
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**Department Chair:** Wendy Ng  
**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**, 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 SLO(s) were assessed for the course during the AY?

   **SLO #2 (Old SLOs):** Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse. Specifically, instructors looked at content and writing in the discipline; genre/disciplinary conventions for Sociology.

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

   Instructors analyzed a sample of the final paper for the course and evaluated the course using a rubric created by the course coordinator to assess content and writing in the papers (focusing on paper topics) and the disciplinary conventions and writing used in Sociology. Course instructors reported back (in their final report to the course coordinator) that most students meet a basic level of proficiency in understanding content and disciplinary conventions. However, it was noted that they meet this proficiency because there are often multiple levels of drafts and scaffolding of assignments in getting to the final paper. Would they meet this proficiency in other classes?

   The assessment and reports by instructors indicate that it is not just about making changes and improving Soci 100w, but it is also the way in which the expected proficiencies in 100w are also expected in other upper division classes in the major.

   As a suggestion, we may then want to have a department-wide discussion on writing and how we can reinforce the skills in sociological writing throughout all of the courses. To be most successful in integrating Soci 100W with the rest of the department, it would be useful to know what kinds of assignments most faculty assign, the kinds of assignments upper-division students seem to struggle with, and the writing skills faculty see as most lacking in upper division students.
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.)

There will be no major modifications to the course for this year, except that we are calibrating our assessment schedule to the new SLOs. Thus, we are out of synch by one year because the department did its Program Plan during AY 2013-14, and we also began a new assessment cycle based on the old SLOs. We are looking at another textbook that focuses on sociological writing.

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?

The course coordinator will meet with 100w instructor to review the syllabus, assignments, and course learning objectives.

(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 SLOs for writing.

The enrollment cap for this course is 25 (required by GE policy). However, we have left it open to the discretion of the instructor to add 2 additional students, for an enrollment total of 27 students. This is particularly important given the failure rate in 100W. Students must pass 100W with a grade of “C” or better and that means there are always a few students who need to re-take the course, but who cannot enroll during the early enrollment period. They have to add the class once the semester has begun, thus the 2-person cushion added to each class allows for instructors to add those students who need to take the class for Grade Forgiveness.