General Education Annual Course Assessment Form

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

Results reported for: AY 2014-15  # of sections: 10  # of instructors: 6

Course Coordinator: Wendy Ng  E-mail: wendy.ng@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 SLO(s) were assessed for the course during the AY?
SLO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, and clarity of expression.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
Assessment Process: During Fall 2014, we did not conduct a full assessment of SOCI 100W as we were in the process of program review and developing a new assessment plan that coordinated with the revised GE Learning Objectives for the course. Working with the Writing Across the Curriculum director, Thomas Moriarity, we used Qualtrics to develop an assessment instrument and rubric that would be used for 100W instructors as they read the final papers in their class. In previous years, we had instructors use paper/pencil rubrics, which would have to be hand tabulated. We did this Spring 2015. SOCS 100W was revised and was taught in Spring 2015.

Results: Instructors selected 5 student papers from their class starting with a randomly generated number corresponding to a student on their roster. They assessed the paper in 3 areas: language use, grammar, and clarity of expression. The instructors used a 4-point rubric (Below Benchmark, Benchmark, Milestone, Capstone) to evaluate the paper. The results showed that 84% reached Benchmark or above in the area of Language Use and Grammar; 95% reached Benchmark or above on Clarity of Expression.

Lessons Learned: Most students have a level of competency in writing about ideas, but they still struggle with grammar and technical issues involving the use of language.

(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: During Spring 2015, the course coordinator with 1 full time faculty and 1 part-time lecturer (who teaches the course) revised the assessment schedule and assessment plan with plans for making a multi-year sustainable assessment plan. This involved creating rubrics for evaluating papers based on the GELOs and having instructors use the online questionnaire for assessment, thereby reducing paper flow and making assessment part of the grading process.
Closing the Loop: The course coordinator will report to the 100W instructors, the results from the assessment and work with individual faculty about work they can do to address the technical and grammatical issues that most students struggle with in the course. One of the ideas that came out of our overall GE program assessment is developing a departmental webpage that all instructors can use to refer students to for writing support in the discipline.

Because we staff a number of sections of 100W and we have part-time faculty teaching the course, we will meet with instructors ensure that we have some agreement on the rubric ratings and discuss specific issues related to teaching writing to sociology and social science teacher preparation majors.

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?
All sections are aligned.

(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 course meets the stated enrollment limit (n=25) or no more than 10% over the stated enrollment (n=27) for an Area Z writing course.