



## **SWS COURSE ASSESSMENT REPORT (CAR)**

### **OVERVIEW OF THE PROCESS**

Student learning will be assessed once every three years for each SWS course. If you have been asked to assess student learning and reflect on your teaching effectiveness in your SWS section, please use this Course Assessment Report and the online data entry system linked below. If multiple sections of a large course are being assessed, a CAR can be completed for each section.

#### **DO NOW**

- Ensure that your SWS syllabus meets the [program requirements](#) and email a copy of your syllabus to Sue Spears ([spearss@gvsu.edu](mailto:spearss@gvsu.edu)) for review by the University Writing Skills Committee.
- Finalize your plan to teach and assess writing skills. Begin filling in sections B & C as you teach. The university-wide rubric for effective written communication lists content, organization, style, and mechanics goals. How you define these learning goals specifically within the context of your discipline/interdisciplinary field is up to you. The SWS Written Communication Skills rubric is [here](#).
- Log into the SWS Course Assessment database so you are familiar with where you will enter the data: <http://intranet.gvsu.edu/swsassessment>.

#### **DO BEFORE JANUARY 1**

- After the completion of the semester, evaluate each student's written work using the SWS Written Communication Skills rubric and enter your course assessment data here: <http://intranet.gvsu.edu/swsassessment>. If you are off campus, please use VPN to access the Intranet page by using <http://vpn.gvsu.edu>.

#### **DO BEFORE FEBRUARY 1**

- Using the data you entered online, the SWS office will create a graph that summarizes this data. This graph will be inserted into Section D (RESULTS) and the CAR returned to you for completion. (We will send one graph for each section assessed.)
- Complete Sections A, B, C, E, F, and G.
- Email the completed CAR to the SWS office by February 1 for data collected in the Fall, or by May 30 for data collected in the Winter and Spring.
- The University Writing Skills Committee will review and provide feedback on all CARs received each semester.

## **A. BACKGROUND**

1. Faculty Name:
2. Course Number:
3. Course Title:
4. How many sections were assessed?
5. Assessment Term:

## **B. TEACHING METHODS**

One of the definitions of SWS courses is that faculty devote at least 4 hours of in-class time to writing instruction.

5. Please describe the most important thing(s) you did to help students become more skilled writers. Explain the approximate time devoted to each. Below are some examples of activities that faculty sometimes choose.

Activity 1:

Time devoted to the activity:

Activity 2:

Time devoted to the activity:

Activity 3:

Time devoted to the activity:

Activity 4:

Time devoted to the activity:

Teaching the writing process:

- I modeled some aspects of the writing process.
- I taught students how to create a rough draft, outline, or visual representation of their ideas.
- I taught students how to holistically revise their papers to improve clarity.
- I taught students some time management strategies for getting to the writing.
- We discussed the stress associated with the writing process.

Teaching an understanding of genre:

- We critically analyzed the typical genres (forms and types of texts) that professionals compose in this field.

- I explained how I define an “A” paper.
- We studied well-written sentences and/or paragraphs.
- We studied an example of the kind of text that students were assigned to write.
- We discussed the writing style and structure of assigned readings.
- I taught students how to locate and use reliable sources of information.

Teaching an awareness of audience:

- We read and responded to a student’s draft as a whole class.
- I taught students how to respond in helpful ways to classmates’ drafts.
- Students responded to each other’s drafts.
- We discussed the needs and expectations of readers.
- I explained the purpose(s) of the writing assignments.

Teaching the conventions of revised written English.

- I taught some of the conventions of revised written English.
- I taught students how to edit surface level mistakes.
- I shared my understanding of the mistakes students commonly make when writing.

### **C. MEASURES (WRITING ASSIGNMENTS)**

6. Please describe the writing assignment that you assessed with the SWS Written Communication Skills rubric. You can paste your assignment sheet below.

### **D. RESULTS**



*After you enter your assessment data online, the SWS office will insert a graph here that summarizes your results. Please review it before completion of Sections E, F, and G.*

### **E. ANALYSIS**

7. Reflecting on students’ performance, describe any changes you plan to make to your four hours of teaching writing.

8. Reflecting on students' performance, describe any changes you plan to make to your writing assignment.
9. Are there any contextual factors affecting these results that you would like us to know? (For example: student class standing, faculty experience teaching the course, course format [hybrid/flipped, online], class size, diversity of majors, etc.)

#### **F. FEEDBACK TO UNIVERSITY WRITING SKILLS COMMITTEE**

10. Are there any revisions that you would suggest to the SWS Written Communication Skills rubric?
11. What else can the SWS Program do to help you meaningfully assess student learning?

#### **G. INVOLVING THE STAKEHOLDERS**

12. To what extent did the department/unit as a whole (or a subgroup) engage in this assessment process?

#### **SUBMIT YOUR REPORT**



Please send the completed CAR to the SWS office and to your Unit Head by February 1 for data collected in the Fall, and by May 30 for data collected in the Winter and the Spring.