General Education Annual Course Assessment Form

Course Number/Title _CS100W/Technical Writing Workshop_  GE Area _Z____

Results reported for AY ____F16/S17____  # of sections ____4/4__  # of instructors ____2/2_______

Course Coordinator: _______Debra Caires_______  E-mail: ____debra.caires@sjsu.edu__________

Department Chair: ___Dr. Sami Khuri________________  College: ___Science____________________

**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 GELO(s) were assessed for the course during the AY?**
   A. **GELO 1.** Learners will understand and know how to follow the stages of the writing process (prewriting/writing/rewriting) and apply them to technical and workplace writing tasks.
   B. **GELO 2.** Learners will be able to produce a set of documents related to technology and writing in the workplace, and will have improved their ability to write clearly and accurately.
   C. **GELO 5.** Learners will be able to read, understand, and interpret material (based on primary and secondary research) related to advanced technology. Learners will have an appreciation for some of the ideas, issues, and problems involved in writing about technology and in workplace writing.

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

Please see **Appendix A: Table 1 for detailed assessment results; based on curriculum changes implemented during Spring 2017, student success rates across 21 critiqued areas have increased dramatically.**

**Lessons Learned:**
Build strong content modules and provide a grammar checking/assessment foundation (Criterion) early in the semester:
   - We used a module approach in both Canvas and Google Classroom. All Modules were self-contained (with assignments and resources in one module folder); all modules were all launched “live” so students could see the entire semester’s content on the first day of class.
   - Students were able to view how technical writing would be applied to organized project management (group projects) and what resources they would need before starting CS100W.

Create projects that are external stakeholder driven and dependent:
   - We developed projects for external clients and the SVBPC; we used the STAR Model (Situation, Tasks, Actions, and Results) for audience profiling, and data gathering and analysis. We focused on building projects that were results focused (based on data) and not merely task and action focused.

Create documents that direct student groups through the process of researching, analyzing, planning, scheduling, and implementing:
   - Document, document, document. We used cloud platforms for documenting our progress, successes, and failures. Our goals were to fail fast and often, with the goal of succeeding at the end of the 10-week project (create opportunities for formative assessments that are low-risk).

Identify Key Performance Indicators (KPIs) early within the group project (curriculum driven) and develop/deliver group projects that promote lessons learned:
   - We held seven Tech Talk and Recruiting events during the semester; students had an opportunity to speak with engineers from seven different Silicon Valley companies about their projects and demonstrate (present) their knowledge (KPIs) as subject matter experts (SMEs). These industry leaders were instrumental in giving real-time feedback and project direction.
• These professional events and opportunities gave students a chance to hone their presentation skills before their final oral presentation for their external clients and judges for the SVBPC (most were from industry).

**Learn to recover from project failure and determine how to move forward:**

• During the semester 18 teams were accepted into the Silicon Valley Business Proposal Competition (SVBPC), with four teams moving to the semi-finals.
• Although our teams were not selected as finalists, the SVBPC Director has invited our teams to collaborate with the School of Business teams for the SVBPC 2018.
• This invitation has spurred many of our teams to continue to work on their projects beyond the duration of CS100W.

(2) 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.)

CS100W will be moving entirely to Canvas for F17/S18 and will continue with the module approach to curriculum delivery. CS100W will no longer service projects for the SJSU community; instead, students will develop independent (group) projects for competition in the Silicon Valley Innovation Challenge (SVIC: Fall 2017) and the Silicon Valley Business Proposal Challenge (SVBPC: Spring 2018). Student outcomes (Appendix A: Table 1) and student feedback during the semester suggest that these external experiences in the classroom have more meaning and value to their overall academic achievement, success, and, ultimately, career trajectory.

**Part 2**

To be completed by the department chair (with input from course coordinator as appropriate):

(3) 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.

(4) 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.

The course is taught with a stated enrollment limit.