General Education Annual Course Assessment Form

Course Number/Title ___CS100W TECHNICAL WRITING___GE Area _______Area Z__________________

Results reported for AY ____F15/S16____ # of sections ___5/4____ # of instructors ______2____

Course Coordinator: _______DEBRA CAIRES___________ E-mail: _debra.caires@sjsu.edu____________

Department Chair: _______DR. SAMI KHURI______________ College: _______CoSCI___________________

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?

GELO: SLOs 1 AND 5

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

Fall 2015: SLO 1 AND 5

Assignment: Blogs (see rubric, assessment, and blog requirements for more details); this assignment addresses SLO 1 and 5.

Five blogs (400 words minimum per entry) were required over the course of the semester. Blogs were given pre-assigned topics and included one peer reviewed, primary source for citing and background information. Students assessed and commented on peer blogs during class time. The results of our assessment are as follows:

1. 86.3% successfully planned, organized, and designed a professional technical blog;
2. 88.7% successfully synthesized and communicated content that was based on peer-reviewed research, and covered a technical topic (blog was not an opinion editorial—OpEd);
3. and 93.5% successfully included technical images (graphs, charts, diagrams, etc.) that clarified and added to the technical topic discussed.

What Worked

Students liked discussing current topics, especially if it is something they are interested in, such as gaming, cyber security, or big data. Students also liked posting their writing in an online (live) forum and receiving peer-to-peer assessment and comments. We found two challenges during the semester:

1. Students do not know how to locate and identify peer-reviewed primary research articles.
   b. Students were required to visit the library link above and contact our Librarian, Linda Crotty, for continued help.
2. Students had a tendency to use their instructor as their proof reader and ignore grammar errors; at least 72% of our student population self-identified as ESL.
   a. Solution: criterion.ets.org
   b. Students were required to submit all documents into Criterion’s database and make suggested changes before submitting their blogs for grading and course credit.
During our assessment we discovered the following:

- 71% successfully formatted and included professional contact information;
- 56% successfully formatted and used headings that lead their reader through their résumé and organized information in a logical sequence;
- 60% successfully used the STAR method for describing their knowledge, skills, and abilities (KSAs) and convinced the reader that their KSAs are transferrable, scalable, and sustainable;
- and 68% successfully designed a résumé that was professional and not downloaded from the Internet or from a résumé-mill website.

**What Worked**

Using the résumé as a tool for self-assessment and goal setting have been a success in CS100W and has led to an increase in student internships and CS190I/CS190 enrollment.

**Our Challenge**

Our main challenge, when using the STAR method (Situation, Tasks, Actions, Results), was teaching our students to quantify their knowledge, skills, and abilities (KSAs) and report RESULTS. Students can, by the third draft, successfully describe the situation (job, course, project), name tasks (what they needed to do), and describe actions (what they actually did); however, when presented with delivering and describing results 40% of the fall 2015 class, for the most part, was unsuccessful.

- We will continue to require that students attend outside events that require a well-crafted résumé.
- We will continue to encourage students to submit their Résumés online.
- We will continue to require two workshops devoted to résumé building and delivery.

**Spring 2016: SLOs 1 and 5**

**Assignment: Use Case Study (capture document and end report) and Applied Project Report (section 4 only); see rubric, assessment, and requirements for more details. This assignment addresses SLOs 1 and 5.**

**What Worked:**

Using the applied project for CS100W gives students, especially those lacking practical experience and applied project application, experience with an actual client and a problem to solve.

This semester (spring 2016), sections 01, 02, and 03 worked with SJSU’s VP and CIO, Terry Vahey, to pilot a Student Technology Ambassadors Program. Students in these sections worked with staff and faculty to address the many SJSU enterprise solutions available, along with their challenges. Overall we were successful with developing use case studies that identified ongoing challenges (using commercial enterprise solutions on campus) and determined best practices and modifications for our clients.

During our assessment we discovered the following:

1. 42% were not successful in designing tables, graphs, figures, and charts that could be used as stand-alone items for describing work completed, data gathered, project scope, metrics used, etc.
2. 19% were not successful in communicating the form and structure of their project and/or use case study using data analysis.
3. The items above were based on data collected and understanding what the data (or numbers) reveal about a situation, a project, or a challenge; students struggled with reporting information based on data, and they were not allowed to report items that had not be substantiated by actual research, either their own or peer reviewed primary documents.
(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.)**

**Modifications**

**Blogs:**

No assignment or assessment modifications are recommended; however, we will be developing a CS100W blog page for the fall 2016 semester. We will use the peer-to-peer assessment for voting purposes and select one peer voted blog (per section) to highlight and post on the CS100W blog page. This will give students another forum to display their professional writing.

**Résumé**

**Assignment modifications are as follows:**

a. As part the résumé requirements for fall 2016 our new requirement is for students to submit their résumé online and apply for two positions during the semester.

b. Students will build their online portfolio using SJSU’s Portfolium; once their portfolio is developed, they will build their final résumé. Our goal is to help students “see” the results of their work and quantify outcomes on their résumé.

**Use Case Study (capture document and end report) and Applied Project Report**

**Assignment modifications are as follows:**

a. We will make use of train-the-trainer during the semester; train the student, acting as the sprint manager for the group (five sprints total), and then use that student (sprint manager) as a co-teacher in the classroom;

b. Develop new modules (during the summer) that train students on how to identify, gather, and report data based on statistical analysis.

c. Develop short videos (during the summer) that students can view during the semester that address the use of graphs, tables, charts, and visuals for reporting technical information and data collected.

**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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

**Yes**

(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 GELOs for writing.

**N/A**