General Education Annual Course Assessment Form

Course Number/Title ___KIN100W Writing Workshop___ GE Area _________Z________________________

Results reported for AY ____2017-2018_  # of sections ____12_________  # of instructors ______4_______

Course Coordinator: __Daniel Bohigian______________ E-mail: _____daniel.bohigian@sjsu.edu________________

Department Chair: ___Matthew Masucci_____________ College: CH&HS_____________________________

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?
   Fall 2017 – GELO 2: Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
   Spring 2018 - GELO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
   GELO 2: 6 sections (5 sections assessed), 104 students assessed; 54% of students scored 87% or higher, 41% scored B to C; 95% of students scored 73% or higher
   Empirical Problem Statement: Student achievement of GELO#2 was assessed using the "Problem Statement" (GELO #2, 5-10% of overall grade), wherein students developed a hypothetical empirical, fact-based research study based on a topic related to the overall thesis of their final literature review research papers. The main sections included: introduction, literature review, methods, results, and discussion. Length of the assignment was 4-6pp., with a min of 3 peer review references, including at least x1 .gov source, with a title and references page (approx. 1000 – 1500 words). Students were expected to choose a topic in their sub-discipline in kinesiology. Evaluation also criteria included: (a) development of clear sections, flow of sections, and hierarchy of sections; (b) adherence to the APA assignment guidelines; (d) citations, references, and format; (c) syntax, grammar, and spelling; (d) originality and creativity; and (e) relationship to final paper topic; and (f) how effectively they organized Level 1 through Level 3 headers. This assignment was shaped to teach students how to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse in kinesiology. Detailed grading rubrics, handouts, and guidelines were provided on the course Canvas sites.

   GELO 3: 6 sections (5 sections assessed), 134 students assessed. 70% of students scored 87% or higher, 96% of students scored 73% or higher
   Student mastery of GELO#3 was assessed by grading student performance on the “Resume Packet Assignment” (GELO 3, CLO 4, 5-10% of overall grade). Students wrote a cover letter and a resume for a specific, real-world job announcement. Students found a job or internship posting by searching relevant job-posting sites, beginning with the SJSU Career Center. They also searched job boards specific to their chosen career fields, such as the National Strength and Conditioning Association or American Physical Therapy Association. Students were also required to sign up with the SJSU Career Center with Sparta Jobs, and develop a LinkedIn Profile. Points were based on organization, clarity, brevity, grammar (including use of action verbs), correctness, design, punctuation, and marketing effectiveness. Additional guidelines were posted on Canvas.

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(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.)

The course coordinator will continue to meet with all 100W course instructors to further discuss GELO re-alignment with pre-existing assignments, or develop new assignments, to meet criteria of the new GELOs listed in University Policy S14-5. Across KIN 100W courses, the same assignments will continue to be used by all instructors to assess each GELO in order to improve coordination, analysis, and reporting of GELO data. GELO#5 under University Policy S14-5 was implemented in Fall 2014. An assessment schedule for the new GELOs was developed and implemented at the start of Fall 2014 semester and completed Spring 2018. Data collection for the new program cycle for the department will begin Fall 2018 and run through Spring 2024.

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?

As mentioned above, the course coordinator will continue to work closely with G.E. committee members, the undergraduate committee chair, and KIN100W course instructors to refine assignments to new GELOs. Formal and informal meetings are held to discuss best practices in the course and to ensure that all instructors meet the new guidelines established in S14-5. A detailed Canvas site is regularly maintained where course materials, GE data, and more are housed and accessed by all instructors and the Department Chair.

(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.

This Area Z course is offered in Fall/Spring semesters, with 6 sections offered per semester, and has a maximum cap of 25 students per section. Students meet and exceed the minimum word count through an extensive series of research writing assignments including: Topic Proposal (1,500 words), Annotated Bibliography (4,500 words), Abstract (200 words); Problem Statement (1,200 words), Outline (1,200 words), Final Paper Rough Drafts x2 (2,400), Final Paper (3,600 words) for a minimum total of 14,600 words. In addition, all assignments (accompanied with detailed rubrics and supporting materials) are uploaded to Canvas and linked to Turnitin.com. To ensure student success, students are encouraged to use campus resources including Writing Center, Peer Connections, Library Services, & the CHaHS Student Success Center on a regular basis.