General Education Annual Course Assessment Form

Course Number/Title ___KIN100W Writing Workshop___   GE Area _________Z______________________

Results reported for AY ___2015-2016___   # of sections ___7____ # of instructors ___5____

Course Coordinator: __Daniel Murphy___________   E-mail: __daniel.murphy@sjsu.edu__________

Department Chair: __Matthew Masucci___________   College: CASA__________________________

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 2015 - SLO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences.

Spring 2016 - SLO 4: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards.

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

SLO#3: 2 sections (1 section assessed), 25 students assessed. 100% demonstrated average or higher achievement of this SLO; 64% demonstrated a high level of achievement.

Student mastery of SLO#3 was assessed by grading student performance on the “Resume Assignment.” Students were assessed on this SLO based on their abilities to write a cover letter, thank you letter, and a resume, which were specific to a job announcement in the profession. 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), punctuation, and marketing effectiveness.

SLO#4: 5 sections (3 sections assessed), 63 students assessed. 92% demonstrated average or higher achievement of this SLO; 59% demonstrated a high level of achievement.

Student mastery of SLO#4 was assessed by grading student performance on the “Annotated Bibliography.” Students researched and developed an annotated bibliography that included 13 scholarly sources published within the past 10 years. At least 3 of these sources illuminated multicultural considerations. References also included 3-5 .gov or non-profit websites. For each source, a correct APA reference citation was included. Under each reference citation, a paragraph summary of 5-8 sentences was included: 1) summarized the main argument of the source; 3) relayed the implications of the research; 3) identifies the intended audience; 4) compared and/or contrasted the source to another, specific, source in the bibliography; 5) explained how this source will be helpful in answering research questions.

(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 SLO re-alignment with preexisting assignments, or develop new assignments, to meet criteria of the new SLOs listed in University Policy S14-5. Across KIN 100W courses, the same assignments will continue to be used by all instructors to assess each SLO in order to improve coordination, analysis, and reporting of SLO data. SLO#1 under University Policy S14-5 was implemented in Fall 2014. An assessment schedule for the new SLOs was developed and implemented at the start of Fall 2014 semester. Data collection for the new SLOs began Fall 2014.

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, GE committee chair, and KIN100W course instructors to align assignments with new SLOs. 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.

(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 2-5 sections offered per semester, 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 CASA Student Success Center on a regular basis.