General Education Annual Course Assessment Form

Course Number/Title CS100W Technical Communication  GE Area  Area Z

Results reported for AY ___13/14_____ # of sections ___3/3____ # of instructors __1________

Course Coordinator: ___Debra Caires______ E-mail: _____debra.caires@sjsu.edu___________

Department Chair: __________Dr. Jon Pearce_________ College: ____College of 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 SLO(s) were assessed for the course during the AY?

SLO 1: Students shall be able to refine the competencies established in Written Communication IA and IB as summarized below:
SLO 2: Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
SLO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

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

Course Structure: Hybrids (Lecture/Online [Cloud]) curriculum: Assignments/projects are assessed using detailed rubrics that facilitate, generate, and cultivate peer-to-peer scholarly and (cloud) community learning. We are currently learning and incorporating, within all our projects, Agile Software Development (project planning and time management), Google Applications and Groups, Cloud Technology, and CS6 Adobe Master Suite; once mastered they are then used for promoting student-led, community-applied projects for small San Jose downtown businesses and departments on SJSU’s campus.

Students, acting as Phase Project Managers (five Sprints total), are responsible for designing and conducting project management for their peers, thus act as a member of a team as well as researching the content for the client/community project. An applied project requires client contact for each of the five phases (Sprints) and gives students an opportunity to learn about their discipline directly related to hands-on projects and solutions; this process provides each student with a professional portfolio piece and an online applied project presence. Students gain real-world experience by submitting deliverables to a client and consequently receiving one-on-one real-time, critical feedback.

A final poster seminar/expo is required providing a venue for teams to showcase their completed applied project to the client, as well as industry partners. Industry
vendors/employers attend; students demonstrate their technical abilities and skills learned within their course of study.

The perceived values are as follows: cooperation and roles established within an Agile team; a microclimate of trust is established; agreed upon process of preparation; reflection and reflective discussions accepted and encouraged; and the community (local small business owners/SJSU partners) benefit from student professional and technical expertise. Students also have gained mastery of their KSAs (Knowledge, Skills, and Abilities) gained from their core coursework and the ability to communicate professionally in writing the value of their skills sets gained while at SJSU.

(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.)

**Strategic Plan (targeting written communication)**

Our current assessment reveals that computer science students are not strong written communicators. The first written document usually reveals areas of weakness regarding the mechanics of writing combined with an over reliance on technology; students try to locate and solve grammar, syntax, and spelling issues by relying on their word processing tools (spell check and grammar check). Since students rarely proofread their work aloud, they have not developed an ear for identifying and recognizing what good writing sounds like and, therefore, their writing is redundant (full of repetition and wordiness).

We will pre-evaluate our students' ability to communicate, before their applied project starts, by conducting the following exercises:

1. **Students will be required to construct a diagnostic essay,** written and submitted during the third class meeting; this exercise gives the instructor a sense of major student weaknesses so that he/she can focus on areas of need.
2. **After completing the required professional email/business memo training modules,** an email memo confirming their applied project selection will be submitted to their instructor by the required due date; students must write in short, clear sentences, using a three-part memo format. Students will need to explain their rationale for their choice of project and their plan (including skill sets) for completing the project. The instructor will provide models of professional email and business memo formats.

After the diagnostic essay and email memo has been assessed, we will return to the student a detailed plan of action for addressing areas needing additional attention and development; our goal is to help students design a strategic plan for actively improving their professional communication skills over the course of the semester.

This was the first AY using ETS Criterion. We will require and incorporate the use of ETS Criterion for ALL documents submitted for course credit in CS100W.


**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?
(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.

N/A