General Education Annual Course Assessment Form

Course Number/Title ___KIN100W Writing Workshop___  GE Area ___Z________________________

Results reported for AY ____2014-2015____  # of sections ____5_______  # of instructors ____3_______

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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?

SLO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, clarity of expression

SLO 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

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

SLO1: 2 section, 46 students assessed. 90% demonstrated average or higher achievement of this SLO; 36% demonstrated a high level of achievement.

SLO2: 1 section, 24 students assessed. 92% demonstrated average or higher achievement of this SLO; 79% demonstrated a high level of achievement.

Student mastery of SLO#1 was assessed by grading student performance on the, “Final Scholarly Research Paper.” The final research paper included 9-12 pages of written text (Title page, TOC, Abstract, Introduction, Methods, Results, Discussion, References), in APA style, with a minimum of 13 references. Students were graded on their abilities to: develop a focused and thoughtful research question and thesis that involved challenging significant research; integrate multicultural and interdisciplinary considerations and perspectives; synthesize information from a wide range of relevant sources, both print and electronic, relevant to the thesis; develop logical organization with unity developed from the thesis and clear connections among ideas; show a smooth integration of ideas with paraphrased and quoted material; develop clearly supported conclusions by citing relevant, convincing evidence; and engage in effective communication of the results of research to convey an original understanding (researcher’s voice) with clear, unified concluding ideas. Students were to demonstrate clear writing that exhibits proper grammar, word choice, and spelling consistent with APA.
format and citation style. Grading criteria included, but were not limited to, organization, logic, clarity, grammar, and punctuation.

Student mastery of SLO#2 was assessed by grading student performance on the, “Problem Statement” assignment. Students are required to write the introduction of an empirical article which must include the statement of the problem, related background information from two scholarly and empirical journal articles, a problem statement, and a hypothesis. Points will be based on organization, logic, clarity, grammar (includes use of active voice), punctuation, and APA format. Detailed information on this assignment will be provided.

(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 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 work closely with G.E. committee members, GE committee chair, and KIN100W course instructors to align assignments with new SLOs. Formal and informal meetings will be 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 an average 2 sections 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.