General Education Annual Course Assessment Form

Course Number/Title ENGR25/CS25: Digital World and Society   GE Area   D1

Results reported for AY  2017-2018   # of sections  1   # of instructors  1

Course Coordinator: Belle Wei   E-mail belle.wei@sjsu.edu

Department Chair: Ping Hsu   College: Engineering

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 1: Students will place contemporary developments in cultural, historical, environmental, and spatial contexts.

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

Out of 23 students assessed, the assessment results are as follows:

a. Mastered SLO1 at a high level (a “B+” or better on assessment activities): 43%
b. Mastered SLO1 at an average level (a “C” or better on assessment activities): 48%
c. Failed to master SLO1 (“C-” or below on assessment activities): 9%

Students are assessed based on the quality of their first report. The report assignment asks students to describe and analyze the impact of internet technology (i.e., smartphones, social media, and search engines) on individuals and society, and propose mitigation solutions.

This course was offered in Spring 2018, which I taught for the first time. First, I felt the scope of this assignment is too broad for lower-division students. Internet technology covers a range of technologies, uses, and impacts in cultural, historical, environmental, and spatial contexts. It is better to narrow down the scope and identify a particular topic for students to elaborate on. Second, I will revise the grading rubric to help students place more focus on presenting relevant evidence and articulating clear reasoning.
(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.)

In the future, I will narrow the scope of report assignments. And I will provide a more specific report grading rubric to help students focus on articulating key concepts.

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. There is only one section.

(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.

There are no large sections for this course.