Part 1 (To be completed by the course coordinator):

(1) What GLO(s) were assessed for the course during the AY?

GLO 1: Recognize the physiological, social/cultural, and psychological influences on their well-being

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

To assess meeting GLO 1, students submitted a 1000 – 1500 word research paper examining human development from ages 18 – 25, referred to as “emerging adulthood”. The paper required students to select a topic that students face as 18 – 25yr olds and examine or explore the influence or impact that the topic has for each of the domains (cognitive, emotional, social and physiological). As this was a research, they were required to support their discussion using peer-reviewed articles for each of domains.

To encourage participation and for improving the quality of the papers from Fall 2016, the following actions were taken:

a. Special emphasis placed on finding and synthesizing research information
b. More focus placed on topic development
c. Additional examples of domains provided in lecture slides
d. Encouraged students to maintain progress

The results of the assessment of GLO1 are as follows

<table>
<thead>
<tr>
<th>Semester</th>
<th>Students in lecture</th>
<th>Students who completed research paper</th>
<th>Students who met GLO1</th>
<th>Percent of those completing paper who met GLO1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>495</td>
<td>481</td>
<td>452</td>
<td>94%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>325</td>
<td>312</td>
<td>299</td>
<td>96%</td>
</tr>
</tbody>
</table>

(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.)
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?

Yes. All sections of ENGR 10 have a common syllabus. They are aligned with Area E.

(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 – ENGR 10 is an Area E course.