Part 1 – Completed by the Course Coordinator:

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

SLO-1 was assessed.

Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

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

The assignment for this SLO is described below. It was graded by Dr. Pat Backer, using a 50-point rubric, also developed by Dr. Pat Backer. The rubric uses four criteria: thesis statement (5 points), organization of the paper (5 points), mechanics of the paper (grammar, spelling, and punctuation, 5 points), and content (35 points).

Scores of 0 – 34: indicate that the student failed the assignment and did not meet the SLO.
Scores of 35 – 44: indicate that the student passed the assignment and met the SLO.
Scores of 45 – 50: indicate that the student passed the assignment and exceeded the expectations for meeting the SLO.

If students do not meet the minimum expectation for the SLO (a score of 35), they are given one more opportunity to re-write and re-submit their paper, following specific recommendations on their paper.

Reflection Paper 1 (minimum 500 words): Consider your identity as a future aerospace engineer. How is your identity shaped by cultural and societal influences within contexts of equality and inequality? Think of how as an engineer you have the power to develop tools which allow integration and equality. Think of the individual qualities you bring to bear and how your experiences shape your vision of your role as an engineer in the context proposed above.

<table>
<thead>
<tr>
<th>Number of students in the course</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who did not meet SLO-1</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Students who met SLO-1</td>
<td>2 (7%)</td>
</tr>
<tr>
<td>Students who exceeded the expectations for SLO-1</td>
<td>26 (93%)</td>
</tr>
<tr>
<td>Students who did not submit assignment</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

(3) What were the lessons learned from the assessment?

Students performed very well in this assignment. In fact, 93% of the students exceeded the expectations for meeting SLO-1.
(4) 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.)

No modifications are planned.

Part 2 – Completed by the Department Chair

(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, they are. No actions are necessary.

(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.

AE172A is a first semester senior design capstone experience, which typically draws an enrollment between 25 and 50 students. The AE Program does not anticipate larger enrollment in this course.