Part 1 To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY? All Area S SLOs were assessed in BME 198A. Two sections were offered in Fall 2017.

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

S-LO1: 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.

BME 198A Essay 1: Based upon your response to Engr 195A Reflection Paper 1, consider your identity as a future engineer. How is your identity as an engineer shaped by cultural and societal influences within contexts of equality and inequality? Also, consider how your role as a biomedical engineer might be viewed by other cultures or social groups (300-600 words)

The students were assessed in the class using a rubric posted in Canvas. In Fall 2017, there were 63 students enrolled in BME 198A. Of the 63 students, 26 exceeded the criteria for SLO #1, 26 met the criteria for SLO #1, and 8 did not meet the criteria. Three students did not submit the assignment.

S-LO2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.:

BME 198A Reflection paper 2: Using the case studies provided in ENGR195A/B, describe how your project fits into the historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. Specifically, relate your work to historical inequalities in the availability and quality of healthcare attainable by various ethnic and cultural groups. (500-750 words)

The students were assessed in the class using a rubric posted in Canvas. In Fall 2017, there were 63 students enrolled in BME 198A. Of the 63 students, 30 exceeded the criteria for SLO #2, 28 met the criteria for SLO #1, and 4 did not meet the criteria. One student did not submit the assignment.

S-LO3: Describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age); and S-LO4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.:

BME Reflection Paper 3: An important consideration in BME is access and beneficence; what groups will have access to the treatment/device you are developing? Which will not? What groups are likely to benefit most from the result of your work? (250-500 words)

The students were assessed in the class using a rubric posted in Canvas. In Fall 2017, there were 63 students enrolled in BME 198A. Of the 63 students, 12 exceeded the criteria for SLO #3, 28 met the criteria for SLO #1, and 19 did not meet the criteria. Four students did not submit the assignment.

S-LO4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

BME 198A Essay 4: The Santa Clara Valley has a unique distribution of wealth, including a large homeless and underprivileged population. Identify organizations addressing the healthcare needs of these populations and describe the interaction between cultures and classes inherent in the work of these organizations. (500+ words)

The students were assessed in the class using a rubric posted in Canvas. In Fall 2016, there were
63 students enrolled in BME 198A. Of the 63 students, 15 exceeded the criteria for SLO #4, 40 met the criteria for SLO #1, and 7 did not meet the criteria. One student did not submit the assignment.

(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.)

Overall, it appears that students, in general, met or exceeded the criteria for all SLOs. Feedback from students in the class appeared to support the belief that the General Education assignments in the class were not important to the students, despite the weight given to these assignments.

To improve the quality of essays submitted. We continued the practice from the 17-18 year, by posting some good example papers on the BME198A Canvas site for the 18-19 year to help with this understanding. The BME 198A instructor will continue provide the students with specific examples relate to biomedical engineering in the discussion of these SLOs. In addition, we placed a strong emphasis on using the writing center as a resource.

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?

All the sections are aligned with the Area S Goals, SLOs, Content, Support and Assessment.

(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.

Section one had 45 students and section 3 had 18 students. The students were grouped together for lectures. Graders with backgrounds in the humanities were hired by the dean’s office to do all grading of the GE assignments in BME 198A. All assignments were graded using detailed rubrics with certain rubric elements linked to outcomes in Canvas. Additional student feedback was provided via comments posted in Speed grader. Students were allowed to revise and resubmit assignments to improve their grades once per assignment. Assignments with major grammar problems were not graded – they were returned to students to revise and resubmit.