General Education Annual Course Assessment Form

Course Number/Title: ChE 160B, Unit Operations II  
GE Area: S&V (In conjunction with BME 198B)

Results reported for AY: 2014-2015  
# of sections: 1  
# of instructors: 1

Course Coordinator: Briana Dunn  
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Department Chair: Guna Selvaduray  
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 SLO(s) were assessed for the course during the AY?

We had one assignment addressing S-LO2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. It is described below. Reflection paper II: Using the case studies provided in ENGR195A/B, analyze how your separations project (Project III) fits into the historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. (500-750 words) How will your process impact the neighboring communities? (500 words)

We had one assignment addressing V-LO2: identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. It is described below. Reflection paper I: Consider a drying technology utilized outside of the U.S. (select a country) and (a) Describe the cultural and social factors that led to the utilization of this process. (b) Describe how this process affected technology developed in the U.S. (250-500 words)

Each assignment was graded by the Course Coordinator using a rubric created by the GE department.

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

SLO-2: Overall, 26/26 students (100%) submitted this assignment. 18/26 students (69%) exceeded expectations and 8/26 (31%) met expectations.

VLO-2: Overall, 26/26 students (100%) submitted this assignment. 15/26 students (58%) exceeded expectations and 11/26 (42%) met expectations.

Lessons learned: This was the first year the Reflection Papers were assigned. These assignments were incorporated into the syllabus relatively late, as I (the 2014 Course Coordinator) filled in for a sabbatical taken by the regular Course Coordinator. There were no allocated student graders for these assignments so they were graded by me. Feedback from trained GE graders probably would
have been to the students’ benefit. In the future, I would allocate more class time to discussion of the assignments and their importance. I would also try to discuss broad concepts (ex. What is a cultural factor? What is a social factor? Etc.) in more detail as it appeared some students did not fully understand these ideas.

(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.)

No modification are planned to the assignments or assessment. Additional context will be provided during instruction.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(3) 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.

(4) 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.

Student writing assignments are reviewed by the course instructor with background and training in providing such. Course enrollment numbers are relatively low.