General Education Annual Course Assessment Form

Course Number/Title  EE198A Senior Design Project I  GE Area  S

Results reported for AY 2014-2015  # of sections 3  # of instructors 1

Course Coordinator:  Parent  E-mail:  David.Parent@sjsu.edu

Department Chair:  Ray Chen  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 be able to 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. The assignment used to assess this outcome is the “5 year plan”, which was an existing assignment that was modified to meet GELO 1. The students are asked to imagine themselves five years after graduation and in addition to describing what kind of job they plan to have, answer the question: “How would your identity as an engineer be shaped by cultural and societal influences within contexts of equality and inequality?”

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment? The results from the assessment of this assignment for fall 2014 were: 35% exceeded expectations, 49% met expectations, and 19% did not meet expectations. If a student “exceeded expectations” then they addressed all parts of the question (cultural, societal, equality and inequality) in a well thought out manner. If a student “met expectations” then they addressed most parts of the question (cultural, societal, equality and inequality) in a well thought out manner. If a student “did not meet expectations” then they did not address the question in a well thought out manner. Some of the students who did not meet expectations in this assignment felt they were being asked to “predict the future”, and so would not write the plan with any measurable details, making it look like the student did not take the assignment seriously or left it for the last moment.

(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.) Many students seem to misinterpret this assignment so I created videos of the lectures I give about this topic. This was the first time I had used this assignment to assess GELO1 and I was new to area S and so I might have graded more harshly than was warranted. The spring 2015 results were: 35% exceeds, 55% met expectations, and 10% did not meet expectations.
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 one instructor/coordinator for all sections.

(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.

The student groups are made up of 2-5 students and each group as an advisor that grades the student’s writing. We also have aces to a grammar checker: Errnet which was designed to improve technical writing. The website of the tool is https://www.errnet.net. Assignments all have rubrics that address written communication.