General Education Annual Course Assessment Form

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

Results reported for AY 2015-2016 # 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 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. The assignment used to assess this outcome is Oral proposal which was modified for GELO 2. The students are asked to describe how their project addresses a social issue in the U.S. (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 2015 were: 7/15 groups exceeded expectations, 4/15 groups met expectations, and 4/15 did not meet expectations. If a group “exceeded expectations” then the group’s project obviously is address a social issues. Projects of this type dealt with dementia, and reducing energy or water use. If a group “met expectations” then their project addressed a social issue in manner that would was not obvious, and the group did not explain the relationship fully. If a group “did not meet expectations” then the project did not address a social issue, or they did not mention it in the talk. All projects addressed a contemporary issue and addressed social issues at least indirectly, but some students did not make the connection in their oral report. Even though extensive effort was made to make sure each project can fulfill S&V criteria, I think that the rubric and sample oral report needs to be changed for Fall 2016.

Writing: in Figures 1-2 you can see that only 6-8 % of students do not meet the minimum standard writing requirement. Given that the pre-req is ENGR100W, I do not believe these students do not know how to write, but that they are either seeing what they can get away with, or running out of time, or not using the writing center. In general, each group does meet the minimum standard for writing as can be seen in Figure 3. This fall we did have a few groups write well, but did not write a good proposal. These groups just did not address the prompts.

Figure 1: Pie graph of individual assignment: Reflection Paper 1
(2) 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.) Even though extensive effort was made to make sure each project can fulfill S&V criteria, I think that the rubric and sample oral report needs to be changed for fall 2016 to make sure students include it.

The assignments use to access are mature, with mature rubrics. It is possible to not pass senior project A. (No changes.)

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 has an advisor that grades the student’s writing. We also have access 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.