General Education Annual Course Assessment Form

Course Number/Title: E198A Senior Design Project I  GE Area: S

Results reported for AY: 2017-2018  # of sections: 3  # of instructors: 1

Course Coordinator: Ping Hsu  E-mail: ping.hsu@sjsu.edu

Department Chair: Thuy Le  College: Engineering

Instructions: Each year, the department will prepare a brief (two pages 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 was assessed. GELO1: 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.

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

In the first course assignment “Five-year Plan”, one of the grading criteria is “The student described their identity as a future engineer. Student explains how their identity as an engineer shaped is by cultural and societal influences within contexts of equality and inequality.” The grading rubric on Canvas for this criteria is:

The following bar chart shows the assessment results
As shown in the bar chart, 72% of the students achieved the 2nd highest level (i.e., students mostly described ...). The rest of the students only achieved “students weakly or minimally described...”

(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.)

Most students were able to describe their identity as an engineer. However, many were not able to articulate how their identities were influenced by culture or society. In S18, the discussion on this topic was led by a staff member from SJSU Career Center. Some supplemental discussion materials will be included in the future lecture on this topic.

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 project groups are made up of 2-5 students and each group is required to submit a formal final report and give an oral presentation. The group advisors (EE faculty) grade both the final report and oral presentation. Some writing assignments were graded by graders. Writing is part of the grading rubric in all written assignments.