General Education Annual Course Assessment Form

Course Number/Title: Engr 195C  GE Area: Area S

Results reported for AY 2017/18  # of sections: 2  # of instructors: 2

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Department Chair: Ping Hsu  College: Engineering

Part 1

(1) What GELO(s) were assessed for the course during the AY?

All SLO’s for S were assessed (Area S SLO’s 1-4). Additional assessment was performed in Engr 195a.

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

We had one student assignment for S-LO1, S-LO2, S-LO3 and S-LO4. The description of the assignments are below. Each of the assignments was graded by a General Education instructor (or a grader working for the instructor). For every assignment, each student was assessed using the same rubric. Each rubric has a content criterion in addition to criterion related to writing, paragraph construction, grammar, etc. To assess whether students met, exceeded or did not meet the criterion for ethics, we looked at the detailed rubric for each assignment and assessed student achievement on the content criterion. If a student received an “A” on the content criterion, we marked that the student exceeded the criterion. If a student received a “B” or “C” on the content criterion, we marked that the student met the criterion. If the student’s grade on the content criterion was less than a “C”, we marked that the student did not meet the criterion.

Table 1. Results of Student Achievement on S-LO1, S-LO2, S-LO3, S-LO4, Fall 2017 (33 students)

<table>
<thead>
<tr>
<th>Number of students</th>
<th>S-LO1</th>
<th>S-LO2</th>
<th>S-LO3</th>
<th>S-LO4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who exceeded the criterion</td>
<td>61%</td>
<td>18%</td>
<td>30%</td>
<td>39%</td>
</tr>
<tr>
<td>Students who met the criterion</td>
<td>36%</td>
<td>24%</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Students who did not meet the criterion</td>
<td>3%</td>
<td>58%</td>
<td>24%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Table 2. Results of Student Achievement on S-LO1, S-LO2, S-LO3, S-LO4, Fall 2016 (9 students)

<table>
<thead>
<tr>
<th>Number of students</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who exceeded the criterion</td>
<td>56%</td>
<td>56%</td>
<td>11%</td>
<td>44%</td>
</tr>
<tr>
<td>Students who met the criterion</td>
<td>33%</td>
<td>11%</td>
<td>33%</td>
<td>22%</td>
</tr>
<tr>
<td>Students who did not meet the criterion</td>
<td>11%</td>
<td>33%</td>
<td>56%</td>
<td>33%</td>
</tr>
</tbody>
</table>

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: ENGR 195C Essay 1: In this course, what have you learned from someone from different cultural, racial, and ethnic groups? How has these experiences of diversity impacted your engineering design process? How do you think these experiences of diversity will impact you as a professional engineer? Your essay must cite your sources and include a reference section that follows the APA 6.0 or -IEEE standard. (500 words min)

The assignment changed from 2016, and a higher percentage of students met or exceeded the expectations. Students were able to reflect on their identifies. However, there was an issue with the creating a clear link of the assignment to the course project and the assignment was close to the 195A essay.

S-LO2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.: Engr 195C Essay 2: The projects engineers work on are situated in a complex historical, social, political, and economic system that can contribute to diversity, equality, and structured inequalities in the U.S. Identify a technology that is relevant to your project (not presented in 195A), and discuss how the has impacted diversity, equality, and/or structured inequalities in the United States. Your essay must cite your sources and include a reference section that follows the APA 6.0 or IEEE standard (500 words min)

The assignment changed from 2016, and a lower percentage of students met the criterion. Many students were confused on the expectations of 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): Engr 195C Essay 3: How does the design process and your
The assignment changed from 2016, and a higher percentage of students not met the criterion.

S-LO4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.: ENGR 195C Essay 1: In this course, what have you learned from someone from different cultural, racial, and ethnic groups? How has these experiences of diversity impacted your engineering design process? How do you think these experiences of diversity will impact you as a professional engineer? Your essay must cite your sources and include a reference section that follows the APA 6.0 or IEEE standard. (500 words min)

The assignment changed from 2016, and a higher percentage of students not met the criterion

(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.

We have changed all the assignments, and updated the rubrics accordingly, to better parallel the course. We are also focusing more time on essay structure, The new assignments are:

S-LO1: Essay 4: Write a policy memo to a local representative describing the EPICS program and your project specifically. Provide an argument that the city’s resources should be used to support projects like yours, and how your project can positively impact and create greater equality in the lives of different groups of people in terms of their identity (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age). 500 word minimum

S-LO2: Essay 2: Define “wicked problem.” Describe the wicked problem that your project is situated within (e.g. homelessness, mental health, climate change). Discuss the steps your team and community partner have taken to “tame the problem.” In your response, you must discuss 2 of the 3 processes: historical, social, political, and economic processes and relate them to diversity, equality or structural inequalities.

S-LO3: Essay 3: Describe a technology or ventures related to your project, and discuss how this technology or venture has impacted equality and social justice within the United States. Describe how your design will improve upon these ventures and technologies to establish greater equity and social justice. Your essay must cite your sources and include a reference section that follows the APA 6.0 or IEEE standard (500 words min)

S-LO4: Essay 1: How is design (e.g. human-centered design, designing with dignity, etc.) important in terms of establishing dignity and a sense of community for the users? What is one design, specifically related to your project or field, that have supported dignity and constructive interactions between people of different cultures racial or ethnic groups within the US? What is a design, specifically related to your project or field, that has been detrimental and created isolation to its users? Your essay must cite your sources and include a reference section that follows the APA 6.0 or IEEE standard. (minimum 500 words)

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?

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 GELOs for writing.

The course is taught by an experienced Engineering faculty. The College of Engineering provides money to each instructor of this course in Spring so that an instructor can hire students to give thorough feedback on the writing assignments.