General Education Annual Course Assessment Form

Course Number/Title: MatE198A GE Area: S&V (In conjunction with MatE 198B)

Results reported for AY 2015-2016  # of sections 2  # of instructors 1

Course Coordinator: Richard Chung E-mail: richard.chung@sjsu.edu

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?

All Area S SLOs were assessed in MatE 198A in Fall 2015.

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

There was one assessment for each SLO, totaling four assignments. The descriptions of the assignments are included below. Each assignment was graded by the course instructor/coordinator using an approved grading rubric and indicated whether the student did not meet, met, or exceeded the criterion for the SLO.

1. 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 (S-LO1)

   Assignment-- MatE 198A Testimony 1: Based upon your response to Engr 195A Testimony 1, consider your identity as a future engineer. How is your identity as an engineer shaped by cultural and societal influences within contexts of equality and inequality? (250-500 words)

2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. (S-LO2);

   Assignment -- MatE 198A Reflection paper 2: Using the case studies provided in ENGR195A/B, describe how your project fits into the historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. (500-750 words)

3. 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) (S-LO3).
Assignment -- MatE 198A Reflection paper 1: Describe how the push for a lead free standard in electronic products (RoSH) increased social justice in the U.S. (250-500 words)

4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. (S-LO4)

Assignment -- MatE 198A essay: Consider a negative side effect of technology ewaste. Read the following articles and answer the questions in paragraph form. Your essay must cite your sources. (500+ words)

The results of assessment are included in the following table: The standard for meeting the specific SLO is set at 80%.

<table>
<thead>
<tr>
<th></th>
<th>SLO-1</th>
<th>SLO-2</th>
<th>SLO-3</th>
<th>SLO-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not meet</td>
<td>3</td>
<td>9</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Meets</td>
<td>9</td>
<td>6</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Exceeds</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Did not submit</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

(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 modifications are planned to the assignments or assessment. It seems that students have difficulty in Reflection Paper 2 (regarding S-LO2). Additional context and class discussion time will be provided during instruction.

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 (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

YES.

(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 SLOs for writing.

Student writing assignments are evaluated by the course instructor with background and training in providing such.