General Education Annual Course Assessment Form

Course Number/Title: BME198B  
GE Area: S&V (in conjunction with Engr 195A & 195B)

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

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Department Chair: Guna Selvaduray  
College: Engineering

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 BME 198B. Two sections was offered in Spring 2018.

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

V-LO1. Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

BME 198B Refection paper 1: Medical care is not viewed or treated in the same way in every country. There are wide variations in both the availability and the desired outcome of care. In the U.S., we have the advantage of wealth that drives innovation in medical practice and biomedical technology. This leads to significant cost, but also improvement in treatment outcomes. Consider how two other countries view the priorities of medical treatment and the development of medical technology. Are all medical practices in all countries aimed at extending life, regardless of cost? Consider and provide example ideas, values, images, cultural artifacts, economic structures, or technological developments that illustrate your thesis argument. (500-750 words)

The students were assessed in the class using a rubric posted in Canvas. In Spring 2018, there were 61 students enrolled in BME 198B. Of the 63 students, 2 exceeded the criteria for SLO #1, 57 met the criteria for SLO #1, and 1 did not meet the criteria. Three students did not submit the assignment.

V-LO2: Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture

BME 198B Essay 2: Consider a technology invented outside of the U.S. in your discipline. (a) Describe the cultural and social factors that led to this technology’s “invention.” (b) Describe how this invention has evolved and influenced the culture of the U.S. (250-500 words)

The students were assessed in the class using a rubric posted in Canvas. In Spring 2018, there were 61 students enrolled in BME 198B. Of the 63 students, 2 exceeded the criteria, 54 met the criteria for SLO #1, and 3 did not meet the criteria. Four students did not submit the assignment.

V-LO3: Explain how a culture outside the U.S. has changed in response to internal and external pressures

BME 198B Case Study 1: Explain how an African community has been affected by the availability of medical care or lack thereof (250-500 words).

BME 198B Essay 3: Assume your project has turned into a successful company in the US, describe how your product will put pressure on a culture outside the US. (You have to choose a specific country.) Use the social and cultural processes introduced in ENGR195A&B to guide your answer. (500-750 words)

The table below displays the student achievement of V-LO3. As you can see, the vast majority of students met this SLO in Spring 2018.

<table>
<thead>
<tr>
<th>Number of Students who Exceeded the Criteria</th>
<th>BME 198B Case Study</th>
<th>BME 198B Essay 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Number of Students who Met the Criteria</td>
<td>57</td>
<td>51</td>
</tr>
<tr>
<td>Number who Met or Exceeded the Criteria</td>
<td>57 (93%)</td>
<td>51 (83%)</td>
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<td>----------------------------------------</td>
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<tr>
<td>Number of Students who Did not Meet the Criteria</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Number of Students who Did not Turn in the Assignment</td>
<td>5</td>
<td>8</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.)

Overall, it appears that students, in general, met the criteria for all SLOs. This may be because the students were given examples ahead of time. The examples from previous years will be incorporated into all subsequent BME senior project classes. In addition, the students were highly encouraged to visit the writing center for additional help.

**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?

All the sections are aligned with the Area V 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 SLOs for writing.

There was one section with 63 students. Two students from the previous semester dropped the class due to personal reasons and did not submit some assignments. All assignments were graded using detailed rubrics with certain rubric elements linked to outcomes in Canvas. Additional student feedback was provided via comments posted in Speedgrader. Students were allowed to revise and resubmit assignments to improve their grades once per assignment. Assignments with major grammar problems were not graded – they were returned to students to revise and resubmit.