Part 1: To be completed by the course coordinator:

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

All SLO’s for AREA V were assessed (Area V LO’s 1-3). 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?

The course is an interdisciplinary course, with students from Mechanical (ME), Computer (CPME) and Software (SE) Engineering. VLO were assessed based on four individual writing assignments (Table 1). Results from all students are included.

We had one student assignment for V-LO1, V-LO2. 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 (31 students)

<table>
<thead>
<tr>
<th>Percentage of Students Who</th>
<th>VLO1</th>
<th>VLO2</th>
<th>VLO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who exceeded the criterion</td>
<td>66%</td>
<td>0%</td>
<td>13%</td>
</tr>
<tr>
<td>Students who met the criterion</td>
<td>22%</td>
<td>34%</td>
<td>56%</td>
</tr>
<tr>
<td>Students who did not meet the criterion</td>
<td>13%</td>
<td>66%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Table 2. Results of Student Achievement on S-LO1, S-LO2, S-LO3, S-LO4, Fall 2016 (12 students)

<table>
<thead>
<tr>
<th>Percentage of Students Who</th>
<th>VLO1</th>
<th>VLO2</th>
<th>VLO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who exceeded the criterion</td>
<td>17%</td>
<td>17%</td>
<td>50%</td>
</tr>
<tr>
<td>Students who met the criterion</td>
<td>42%</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td>Students who did not meet the criterion</td>
<td>42%</td>
<td>58%</td>
<td>17%</td>
</tr>
</tbody>
</table>

VLO1 - Essay 1- EPICS is an international program focused on the ideas and values of community engagement combined with service learning. Select two cultures disparate from each other outside the USA. Compare systematically how your EPICS senior project would have been impacted if you had taken your degree program within these cultures instead of at SJSU in Silicon Valley. Take into account at least two aspects of VLO-1 (ex. ideas, values, images, etc.) as they pertain to the priorities of EPICS within those cultures. (500-750 words)

Overall, more students met or exceeded the criterion compared to 2016.
VLO2 - Essay 2 - Consider a technology invented outside of the USA in your major; if possible, one that you are relying on for your (or any) EPICS project. (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. (500 words min)

Overall, less students met or exceeded the criterion compared to 2016. One of the main factors was the date of the essay. This essay was due the same time of other course deliverables.

VLO 3 Case Study 1: Pick a societal problem (homelessness, mass incarceration, cyber security, etc.). Select a country whose culture has changed to address this problem based on internal and external pressures. Please describe the changes that have occurred in this country. (250-500 words) And Case Study 2: Select how a product related to your major has put pressure on a specific culture outside the USA. How has the culture been changed by this specific product? (500 words min)

Overall, less students met or exceeded the criterion compared to 2016.

(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.)

Discussions with the graders and students revealed that the students struggled with making a solid argument and providing adequate sources. There was also conflicts with the due date. To address these issues, updating the due dates and providing a work session on essay formatting and arguments.

Additionally, we updated the first essay to better match the course objectives.

VLO1 - Most raw materials are mined and produced from other countries. Compare, systematically, the mining or production practices of a material within your project, from harmful practices (e.g. artesian small-scale mines) and best practices from outside of the United states. Take into account at least two aspects of VLO-1 (ex. Economic structures, technological development, attitudes, etc.) within the comparison of those two processes. (500 words minimum)

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 V Goals, VLOs, 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.