General Education Annual Course Assessment Form

Course Number/Title: MatE198B  GE Area: S&V (In conjunction with MatE 198A)

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

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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 V SLOs were assessed in MatE 198B in Spring 2016.

(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/coordinate using an approved grading rubric and indicated whether the student did not meet, met, or exceeded the criterion for the SLO.

1. 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.

Assignment: MatE 198B Refection paper 1: Assume that your project is about to turn into a successful company. Using the studies provided in ENGR195A/B as a background, write about how to take into account at least two aspects (for example ideas, values, images, cultural artifacts, economic structures, or technological developments) while evaluating your decision to manufacture your product in two other countries. (500-750 words)

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

Assignment: MatE 198B Essay 1: 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)

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

Assignment: MatE 198B Case Study 1: Explain how an African community has changed in response to internal and external pressures for the mining of metals needed to manufacture microelectronics and batteries. (250-500 words)
Assignment: MatE 198B Essay 2: 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 results of assessment are included in the following table: The standard for meeting the specific SLO is set at 80%.

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(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. Many students did not submit their assignments. In general, students are able to relate their social and cultural experiences to VSLOs.

**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.