General Education Annual Course Assessment FormA

Course Number/Title ___MatE198B______ GE Area ___S&V (in conjunction with Engr 195A & 195B)____
Results reported for AY _2016-2017._ # of sections ___1__ # of instructors ___1___
Course Coordinator: ___Guna Selvaduray______ E-mail: _guna.selvaduray@sjsu.edu____________
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 V SLOs were assessed in MatE 198B. One section was offered in Spring 2017.

(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.

MatE 198B Essay 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. You should be specific in your discussion of the two countries and consider the specific characteristics of these countries in your response. (Minimum of 500 words)

In Spring 2017, there were nine students enrolled in MatE 198B. Of the nine students, four exceeded the criteria for SLO #1, four met the criteria for SLO #1, and one did not meet the criteria.

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

MatE 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. (minimum of 500 words)

The results from the Spring 2017 assessment show that none of the students met the criteria for SLO #2. The results led us to make changes for the following academic year.

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

MatE 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)

In Spring 2017, there were nine students enrolled in MatE 198B. Of the nine students, two exceeded the criteria for SLO #1, five met the criteria for SLO #1, and two did not meet the criteria.

(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.)

Although the class is small, it appears that students, in general, met or exceeded the criteria for SLO #1 and SLO #3. Since none of the Spring 2017 students met the criteria for SLO #2, the instructor of the Spring 2018 will dedicate more time to this topic and will give the students additional examples of non-US technologies that have impacted the U.S. in the materials engineering field.

Feedback from students in the class appeared to support the belief that the General Education assignments in the class were not important to the students, despite the weight given to these assignments. In Fall 2017, the department chair
decided to become the coordinator of the course and a new faculty member with extensive experience in global implications of technology was hired.

Despite the detailed grading rubrics, many students didn’t really understand the level of analysis required for the papers, and their analysis was not of sufficient depth. Some good example papers have been posted on the MatE 198B Canvas site for the 17-18 year to help with this understanding.

**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 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 SLOs for writing.

The one section was within enrollment limits of 40 students. Graders with backgrounds in the humanities were hired by the dean’s office to do all grading of the GE assignments in MatE 198B. 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.