General Education Annual Course Assessment Form

Course Number/Title __ME 195b___ GE Area: approved for V when combined with Engr 195b

Results reported for AY __16‐17________   # of sections ____5_____  # of instructors ____6______

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Department Chair: ___Nicole Okamoto____  College: _____Engineering________

Part 1

(1) What SLO(s) were assessed for the course during the AY?  All three SLO’s were assessed. Additional assessment was performed in Engr 195b.

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

SLO’s were assessed based on three individual writing assignments, and results are presented in Table 1. This is an increase from one assignment in year 15-16. Writing assignments were assessed using common grading rubrics for all five sections and common graders. Results from all 158 students spread across the five sections are included. Lessons learned are discussed under (3).

Table 1 Student Achievement of Area V SLO’s in ME 195b

<table>
<thead>
<tr>
<th></th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Expectations</td>
<td>81.6</td>
<td>50.3</td>
<td>87.7</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>3.4</td>
<td>3.1</td>
<td>6.3</td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
<td>15.2</td>
<td>46.6</td>
<td>6.3</td>
</tr>
</tbody>
</table>

All assignments show students the link between the SJSU Studies SLO’s and engineering. Engineering students understand that they work in a global community but don’t always have the background to understand the implications for their work. These assignments helped students to expand that understanding.

(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.)

Students clearly did the worst on Area V SLO 2. This was the last individual writing assignment of the spring semester, when they were starting to get very busy with building and trouble-shooting their senior design projects, and many students skipped the assignment (13.3%) or did the assignment quickly, with poor results. That assignment was also worth the least amount of the three assignments for the semester in their final grades. To improve the rate of submission and increase the attention from the students, the amount that each assignment will be worth will be increased to 5% of the course grade per assignment. In previous years the first assignment was worth 5%, the second 3%, and the third 2%.
(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, please indicate how 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.

All sections except one were within enrollment limits of 40 students. The remaining section had 49. However, in practice that section was composed of two smaller sections of about 25 each. The section was team-taught, and each instructor ran his section as an independent section (We set the section up as team-taught rather than setting up two separate sections because of faculty appointment issues.).

Graders with backgrounds in the humanities were hired by the dean’s office to do all grading. All assignments were graded using detailed rubrics that were common to all sections 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.