General Education Annual Course Assessment Form

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

Results reported for AY 2014-2015  # of sections: 2  # of instructors: 4

Course Coordinator (14-15): Patricia Backer  E-mail: patricia.backer@sjjs.edu

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Department Chair: Ahmed Hambaba  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@sjjs.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 Engr 195B in Spring 2015. Both sections of the class were offered in Spring 2015.

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

We had one student assignment for V-LO1 and one assignment for V-LO2. There were two assignments for V-LO3. The description of the assignments are below. Each of the assignments was graded by the General Education instructor for the module. Each instructor used a rubric for the grading and indicated whether the student did not meet, met, or exceeded the criterion for the SLO.

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.

ENGR 195B: GMO Social Impact Analysis Paper (300-500 words): Consider the ways in which small, rural, farmers in Mexico and India might be affected by the introduction of genetically modified crops. Often times, the introduction of such technologies require small, rural, farmers to adapt or change their lifestyles, that is, the way they work, where they work, and how they live. Is there anything morally problematic, or morally questionable, about this? If there is, what is it? If there is not, please explain. (300-500 words)

Overall, 6 students did not meet the criterion for this SLO, 84 met the criterion for this SLO, and 55 students exceeded the criterion for this SLO for this assignment. 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.

ENGR 195B Essay 1: Choose one of the following technological developments that were discussed in the web tutorial: the mechanical clock, gunpowder, the Great or Jersey wheel, printing, or the compass. Write an essay that addresses the following topics. When you respond to these topics, you should be specific and cite specific details either from the web tutorial or your own research. You should cite specific events and/or cultures as you answer these questions. (minimum length 500 words). Discuss the history of the technology from its early beginnings to the Renaissance. Please discuss at least three different events in the history of the mechanical clock. Describe one force (e.g., historical, cultural, social, economic, political) that affected the development of the technology? How did the development and use of the technology affect Europe in the Middle Ages? Overall, how did the technology affect the United States?

Overall, 35 students did not meet the criterion for this SLO, 86 met the criterion for this SLO, and 27 students exceeded the criterion for this SLO for this assignment. All students submitted this assignment.

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

ENGR 195B Essay 2: Imagine you are part as part of a group of Engineers to Guatemala at the request of Habitat for Humanity. You have been hired to come up with a plan that will alleviate or at least mitigate the effects of Hurricane Stan on the Mayan communities in the Highlands. When thinking about your plan, you must consider all angles of the problem (for example, language barriers, culture, disease, landforms, seasonal weather, transportation, building materials, distrust and fear, etc.) (1000 words)
Overall, 16 students did not meet the criterion for this SLO, 92 met the criterion for this SLO, and 39 students exceeded the criterion for this SLO for this assignment. One student did not submit the assignment.

Technology Social Impact Analysis Paper: Locate some technology, such as an application, mobile technology, or non-software based technology. Do research either on (i) how that technology has had a social impact on a culture or group of people outside of the US, or (ii) on how that technology, which was, developed in the US has affected a culture outside of the US. More details on this assignment are available on the course website. (400-600 words)

Overall, 35 students did not meet the criterion for this SLO, 103 met the criterion for this SLO, and 8 students exceeded the criterion for this SLO for this assignment. Two students did not submit the assignment.

(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.)

Spring 2015 was the first semester for this course. We are offering this course in Fall 2015 and Spring 2016. We are going to collect additional outcomes assessment data from the course before we undertake course modifications.

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.

The course is structured into three modules, each taught by an experienced General Education faculty. The College of Engineering provides $1,000 to each instructor of this course so that they can hire students to give thorough feedback on the writing assignments.