General Education Annual Course Assessment Form

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

Results reported for AY 2014-2015       # 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 S SLOs were assessed in BME 198A in Fall 2014.

(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 and one additional assignment for SLO-3, totaling four assignments. The descriptions of the assignments are included below. Each assignment was graded by the course instructor/coordinator using an approved grading rubric and indicated whether the student did not meet, met, or exceeded the criterion for the SLO.

1. 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. (V-LO1):
   a. BME 198B Reflection paper 1: Medical care is not viewed or treated in the same way in every country. There are wide variations in both the availability and the desired outcome of care. In the U.S., we have the advantage of wealth that drives innovation in medical practice and biomedical technology. This leads to significant cost, but also improvement in treatment outcomes. Consider how two other countries view the priorities of medical treatment and the development of medical technology. Are all medical practices in all countries aimed at extending life, regardless of cost? Consider and provide example ideas, values, images, cultural artifacts, economic structures, or technological developments that illustrate your thesis argument. (500-750 words)

2. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture (V-LO2):
   a. BME 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. Explain how a culture outside the U.S. has changed in response to internal and external pressures (V-LO3):
   a. BME 198B Case Study 1: Explain how an African community has been affected by the availability of medical care or lack thereof (250-500 words).
   b. BME 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:

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<th>SLO-1</th>
<th>SLO-2</th>
<th>SLO-3</th>
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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 modification are planned to the assignments or assessment. Additional context will be provided during instruction. Students not enrolled in ENGR 195A will not be given the assignment.

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 reviewed by the course instructor with background and training in providing such. Course enrollment numbers are relatively low.