General Education Annual Course Assessment Form

Course Number/Title __E198A Senior Design Project I__  GE Area __________S________________________

Results reported for AY __2018-2019__  # of sections ___5_________  # of instructors_1_________

Course Coordinator: Ping Hsu  E-mail: ping.hsu@sjsu.edu

Department Chair: Thuy Le  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 GELO(s) were assessed for the course during the AY?

**GELO 2 was assessed. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.**

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

In the second course assignment “Your project’s implication in area S”, one of the grading criteria is “Identify a technology that is relevant to your project (not presented in ENG195A), and discuss how the has impacted diversity, equality, and/or structured inequalities in the United States.” The grading rubric on Canvas for this criteria is:

![Grading Rubric]

The following bar chart shows the assessment results
As show in the bar chart, out of 54 students, 45 students (83%) achieved the level “Student is able to describe in general the technology and how it has impacted diversity, equality and/or structured inequalities in the US but there are few details”. 26 students (48%) achieved the level “Student is able to describe in general the impact of the technology on the diversity, equality, and/or structured inequalities but without many details OR student only gives examples from one ethnic/cultural group.”

(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.)

In S19, the discussion on this topic was led by Prof. Baker. We will continue this practice.

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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes. There is one instructor/coordinator for all sections.

(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 GELOs for writing.

The student project groups are made up of 2-5 students and each group is required to submit a formal final report and give an oral presentation. The group advisors (EE faculty) grade both the final report and oral presentation. Some writing assignments were graded by graders. Writing is part of the grading rubric in all written assignments.