



ASSESSMENT CYCLES

LIHU 100: NATURE AND HUMAN VALUES



Description of the Program Area

At the Colorado School of Mines (CSM), LAIS100 Nature and Human Values (NHV) is a central part of the core curriculum closely related to the two systems courses, SYGN 101 Earth and Environmental Systems, and SYGN 200. NHV is the required first-year writing course designed to improve student skills in expository and argumentative writing. NHV also introduces Mines students to engineering ethics and to central issues and debates concerning the impact of engineering and applied science on the natural and social worlds. Central to the course are fundamental tenets of professional, environmental, and social ethics. NHV asks students to seriously consider such issues as engineers' responsibilities in the Challenger and Citicorp Building cases, the contemporary energy crisis (including oil, coal, and nuclear power debates), land and water use, genetically modified food, and human genetic engineering.

The course employs the pedagogical premise that students learn composition most effectively by writing to content. Therefore, the course's 4 credit-hours are structured as follows: one hour per week in large lecture format (about 300 students) delivered largely by LAIS faculty, with some invited speakers, followed by three hours in seminar sections of 20 students that combine additional subject matter content with writing exercises and assignments. Lectures are the collaborative responsibility of tenure-track, tenured, and non-tenured full-time faculty in LAIS; the seminar sections are the responsibility of LAIS Lecturers and adjunct faculty.

This freshman core course was first required in Fall 1997 and, as a result of on-going assessment, has undergone many modifications and revisions subsequently. Course coordinators and instructors have worked to make course content more relevant to engineering education and more reflective of ABET criteria. In addition, we have sought to integrate the content and writing components of the course more effectively.

Constituencies Served by this Program

The primary or most immediate constituencies are the CSM faculty and first-year CSM students. Secondary constituencies include the professions and employers of CSM graduates as well as the citizens of Colorado.

Course Objectives

The learning objectives for this course involve both knowledge content acquisition and writing skills development.

Knowledge content objectives

NHV aims to help develop understandings of these topics:

- Personal and professional responsibilities of scientists and engineers;
- Environmental, social, and international issues in science and engineering;

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- Intellectual skills that contribute to inquiry, life-long learning, and ethical professional behavior;
- The major arguments, historical developments, and issues surrounding environmental debates, such as those related to resource use, conservation, sustainability and stewardship of the Earth;
- How the humanities and social sciences shed light on the beliefs, values, attitudes, and world views that shape culture

Writing skills objectives

After taking NHV, students will be able to do the following:

- Think and write critically: summarize research, critically evaluate electronic and other research sources, read critically, identify and synthesize a range of positions on an issue, argue for a position, convincingly address counter arguments, and use and cite an appropriate variety of sources
- Demonstrate an understanding of how contexts, audiences, and purposes shape the different types of writing they do
- Employ sophisticated rhetorical strategies and understand diverse genres, reading-writing connections, and writing processes
- Understand how the personal and professional responsibilities of scientists and engineers are contextualized, perceived, shaped, and enacted
- Think, speak, and write critically about current environmental issues and debates.

The concept for this course emerged from a CSM-wide curriculum revision that began with a redefinition of the graduate profile in 1994, continued with a year-long study of the place of Humanities and Social Sciences in the curriculum during 1994-1995, which fed into a general curriculum revision during 1995-1997. During the course of this three-year effort all constituencies were surveyed at length, and LAIS faculty undertook continuing dialogue with all relevant constituencies. In response to input from multiple constituencies, another curriculum revision was undertaken in 2004, resulting in the current 3-hour seminar/1-hour lecture model and increased emphasis on professional and environmental ethics.

NHV explicitly addresses a number of elements in the CSM graduate profile. Among these are the following descriptors:

- Graduates must have the skills to communicate information, concepts and ideas effectively orally, in writing, and graphically.

- Graduates should develop communication skills and be able to discuss content in a small-group setting.
- Graduates should have the flexibility to adjust to the ever-changing professional environment and appreciate diverse approaches to understanding and solving society's problems.
- Graduates should use the interdisciplinary humanities and social sciences approaches of NHV to cultivate flexibility, understanding, and societal problem solving.
- Graduates should be capable of working effectively in an international environment, and be able to succeed in an increasingly interdependent world.
- Graduates should be exposed to international, global, and multicultural dimensions of the issues addressed in the course.
- Graduates should exhibit ethical behavior and integrity.
- Graduates should be trained in the importance of professional ethics and environmental responsibility.

History of NHV Assessment

The concept for this course emerged from a CSM-wide curriculum revision that began with a redefinition of the graduate profile in 1994, continued with a year-long study of the place of Humanities and Social Sciences in the curriculum during 1994-1995, which fed into a general curriculum revision during 1995-1997. During the course of this three-year effort all constituencies were surveyed at length, and LAIS faculty undertook continuing dialogue with all relevant constituencies. In response to input from multiple constituencies, another curriculum revision was undertaken in 2004, resulting in the current 3-hour seminar/1-hour lecture model and increased emphasis on professional and environmental ethics.

Each semester, all NHV students complete standard CSM quantitative assessment instruments for both the lecture and the seminar components of the course. The NHV Coordinator carefully reviews student evaluations. In addition, The Coordinator meets at least twice each semester with instructional faculty to review course progress and provide qualitative assessment.

As a result of these efforts, NHV is now a significantly different course than it was in its early years. The current format of weekly lectures, presently by LAIS faculty and selected outside speakers, combined with small seminar-style course meetings, has proved to be effective. While NHV will continue to be assessed and refined, this format has been stable for the past five years and will continue for the foreseeable future.

The history of NHV assessment and the changes instituted as a result are summarized in the following table.

Year / Semester	Concern/s	Response/s	Effect/s
<p>Year #1, 1997-1998 / Fall</p> <p>Hartley, Lecture Coordinator Leydens, Writing Coordinator</p> <p>Two delivery formats: 3 small (20-student) lecture-recitations combined (one each by Sacks, Olds, and Weidenhoft); two large lectures (Hartley and Frossard) w/9 recitations each</p>	<p>The lecture-recitation combinations were pedagogically superior but too faculty intensive to continue.</p>	<p>Dropped single lecture-recitation sections. Went to medium lecture with minimum two recitation sections.</p>	<p>Reduced staffing costs.</p>
<p>1997-1998 / Spring</p> <p>Hartley, Lecture Coordinator Leydens, Writing Coordinator</p> <p>Two delivery formats: Two medium lectures (Weidenhoft & Amery) w/2 recitations each (by Flynn); one large lecture (Hartley) w/5 recitations.</p>	<p>The combination of two delivery formats was too confusing. Faculty and students were also dissatisfied with one text, Achebe's <i>Things Fall Apart</i>; although good on colonialism, this novel is weak on environmental issues. Faculty dissatisfaction with coordination.</p>	<p>Went to a standard of one lecture with two recitations each. Achebe's novel replaced with Vargas Llosa's <i>The Storyteller</i>. Coordinator changed.</p>	<p>Common delivery structure lowers confusion. Enhanced appreciation of environmental issues in the fiction component of the course. More satisfaction with coordination.</p>
<p>Year #2, 1998-1999 / Fall</p> <p>Frossard, Lecture Coordinator; Leydens, Writing Coordinator</p> <p>Delivery format: Eight lectures (two sections each by Frossard, Hartley, Weidenhoft, & Amery), each w/2 recitation sections.</p>	<p>Staffing still too costly</p>	<p>Reduced to two large lecture sections, with roughly an equal number of writing recitation sections attached to each.</p>	<p>Significantly reduced staffing costs.</p>
<p>1998-1999 / Spring</p> <p>Frossard, Lecture Coordinator; Leydens, Writing Coordinator</p> <p>Fall 1998 format repeated.</p>			

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<p>Year #3, 1999-2000 / Fall</p> <p>Frossard, Lecture Coordinator; Leydens, Writing Coordinator</p> <p>Delivery format: Two large lectures (Frossard & Hartley) w/9 and 10 writing recitation sections each.</p>	<p>Students objected to differences between two lecture sections and to the high cost of textbooks that were not fully utilized. Coordinator requests reassignment.</p>	<p>Common syllabuses and cross lecturing introduced into two large lectures, and textbooks changed. New coordinator appointed.</p>	<p>Increases unity of lectures. Cost of textbooks reduced, with more intensive use.</p>
<p>1999-2000 / Spring</p> <p>Mitcham, Lecture Coordinator; Leydens, Writing Coordinator</p> <p>Two lecture sections, but with new lecture professors for each (Mitcham & Amery), and some joint lecture sharing (Mitcham doing both his and Amery's class, and vice versa)</p>	<p>Students criticize lecture organization and delivery. Faculty and students dissatisfied with <i>The Storyteller</i> and adequacy of textbook anthology. Students criticize as a conflict of interest adoption of engineering ethics textbook authored by one faculty member (Mitcham).</p>	<p>Both lectures to be offered by one faculty member, with guest lectures by other faculty, to make lectures fully common. Lecture organization to be enhanced. <i>The Storyteller</i> to be replaced with <i>Frankenstein</i>. Faculty decides to create customized course pack. Engineering ethics text to be made optional, not required.</p>	<p>Course more unified. No more complaints about instructor conflict of interest. <i>Frankenstein</i> works better than previous humanities fiction components. One effect of these responses was probably the single greatest jump in student evaluations in NHV history.</p>
<p>Year #4, 2000-2001 / Fall</p> <p>Mitcham, Lecture Coordinator; Leydens, Writing Coordinator</p> <p>Two lecture sections, both done completely by Mitcham (plus a few guest lecturers); w/22 recitation sections. One TA (Myers) for the first time.</p>	<p>Full class schedule not available at beginning of class. Customized two-part course pack is too large and both parts were not available from the beginning. Too much history of ideas about nature (philosophy). Coordinator overworked. One TA inadequate.</p>	<p>Second TA (Vernon) added in second half of semester. One-volume course pack to be available at beginning of the semester. Idea for modular lecture presentations developed. Reduction in amount of history of ideas about nature. Some reduction in Mitcham workload by returning to the combination of lecture w/2 recitation sections (see year #2 delivery format).</p>	<p>In the lecture w/2 recitations student evaluations jump well above the weighted average. One TA sufficient for Spring (when only one large lecture section is taught).</p>

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<p>2000-2001 / Spring</p> <p>Mitcham, Lecture Coordinator; Leydens, Writing Coordinator</p> <p>One lecturer (Mitcham) plus module contributor (DeCastro); w/12 recitations and one lecture plus two recitations combination (Northcote). One TA (Vernon)</p>	<p><i>Frankenstein</i> not being read as much as is desirable. Questions raised about number of women authors included. Extensive course pack work takes too much time. Need work to integrate lecture and recitation.</p>	<p><i>Frankenstein</i> and the idea of including a major work of fiction dropped, in favor of short fiction, poetry, and essays. Course pack to include more women and be farmed out to commercial producer. Despite its evident value, small class still too costly to standardize.</p>	<p>Course pack workload reduced. Novel not missed.</p>
<p>Year #5, 2001-2002 / Fall</p> <p>Mitcham, Lecture Coordinator; Leydens, Writing Coordinator</p> <p>Two lectures: Mitcham does modules 1&4, DeCastro 2, Amery 3; w/19 recitations. Two TAs (Ruthven and Nalepa).</p>	<p>Course pack too expensive. Students complain that not all of the course pack is utilized.</p>	<p>Course pack costs to be reduced by in house creation using Copyright Clearance Center for permissions.</p>	<p>Student complaints about course pack drop off significantly.</p>
<p>2001-2002 / Spring</p> <p>Mitcham, Lecture Coordinator; Leydens, Writing Coordinator</p> <p>One lecture: Mitcham does modules 1&4, Nothcote 2, DeCastro 3; w/12 recitation sections. One TA (Ruthven).</p>	<p>Syllabus too large. Course pack still too large, and division between lecture and recitation readings unnecessarily separates two aspects of the course. Coordinator still has too large a workload.</p>	<p>Syllabus slightly simplified. Course pack reduced and unified, but continues to be done in house. Module refinement to continue. New future coordinator to be hired.</p>	<p>To be determined.</p>
<p>Year #6, 2002-2003 / Fall</p> <p>Mitcham, Lecture Coordinator; Leydens, Writing Coordinator</p> <p>New future coordinator (Moon) hired. Two lectures: Mitcham does modules 1 & 4, DeCastro 2, Amery & Moon 3; w/22 recitation sections. 1.5 TAs (Ruthven and Vienot).</p>	<p>Data not available</p>	<p>Data not available</p>	<p>Data not available</p>

Year / Semester	Concern/s	Response/s	Effect/s
<p>2002-2003/Spring</p> <p>Mitcham, Lecture Coordinator; Leydens, Writing Coordinator</p>	<p>Data not available.</p>		
<p>Year #7, 2003-2004/Fall</p> <p>Moon, Lecture Coordinator Leydens, Writing Coordinator</p> <p>Two lectures: Moon does module 1; Gianquitto does module 2; Mitcham does model 3; w/ recitation sections.</p>	<p>Data not available.</p>		
<p>2003-2004/Spring</p> <p>Moon, Lecture Coordinator; Leydens, Writing Coordinator</p>	<p>NHV needed to be restructured to make the lecture format more effective and to provide recitation instructors with more opportunity to teach "content" in the recitation format. Also, giving and grading assignments in large lecture was laborious and unwieldy.</p>	<p>NHV was restructured so that students attended 1 credit hour of lecture per week rather than 2; grading responsibilities and a greater share of content instruction were transferred to recitation sections (now called seminars).</p>	<p>Anecdotal evidence from instructors suggests that this is an overall improvement, giving instructors more time and opportunity to deliver content in the more effective small-seminar format. Lecturing faculty also noted an improvement in course organization, and student complaints have decreased.</p>
	<p>Because the above restructuring of NHV would mean that more adjunct faculty would be hired, faculty, Writing Program Administrator (WPA--Leydens) and First-Year Writing Coordinator (FYC--Schneider) were concerned that there be continuity in curriculum.</p>	<p>Three full-time Writing Program faculty were hired during summer 04 to create shared curriculum materials that would ensure continuity among NHV instructors and seminar sections.</p>	<p>A disk with NHV curriculum suggestions was created and distributed to all NHV faculty; the disk functioned to smooth the way for new adjuncts and to provide materials for all faculty in a period of curriculum transition. It also created continuity among seminar sections.</p>

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	LAIS faculty and students (including those in First Year Writing) need access to humanities and social sciences databases for research.	FYC and LAIS faculty propose purchasing access to the database JStor. Faculty review and update current journal subscriptions.	LAIS agreed to provide funding for JStor basic database; faculty are using the database in their research; JStor being used in NHV as research tool.
	NHV faculty want forum that allows them to provide feedback to one another and to ensure more continuity between lectures and seminars.	Full-time faculty agree to meet monthly beginning in spring 05.	Monthly meetings are not scheduled regularly in spring 05 due to DD search; meetings are scheduled regularly for fall 05.
	NHV adjunct faculty expressed concern that students need to be held more accountable for information learned in Seminar, and that instructors need better assessment tools to gauge this learning. They also suggested that instructors and lecturers spend time at the beginning of the semester introducing students to the expectations of the large-lecture format.	Instructors propose incorporating assignments that require students to use notes taken in lecture in an in-class quiz or essay to be held at the end of each module. Instructors and Lecturers devote time in class to introducing the large-lecture format; FYC creates sample handout with assistance of lecturing faculty and distributes with fall 05 syllabi/course schedule.	Class visits by FYC and anecdotal evidence suggest that nearly all instructors are incorporating quizzes or other assignments addressing lecture materials into their courses; the responsibility for explaining the format of the large lecture and the structure of the class remains with the seminar faculty, who have the time to speak with students in a small-group environment.
<p>Year #8, 2004-2005/Fall</p> <p>Moon, Course Coordinator</p> <p>Two lectures; Moon and Gianquitto do modules 1&2; Mitcham does module 3; 27 seminar sections; 2 T.A.s.</p>	Full-time faculty approached FYC suggesting that a library tutorial on the library's research tools would be useful.	FYC organized a library tutorial and invited all NHV and LAIS faculty.	Seven faculty members attended the tutorial, and faculty noted that they would appreciate future tutorials on using the library for research.

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	<p>Growing enrollment and normal faculty turnover mean that new adjuncts and lecturers will be hired to teach NHV; WPA and FYC want to facilitate the collaborative work environment already existent in NHV.</p>	<p>FYC suggests building a shared, faculty-only Blackboard course that will serve as a clearinghouse for sample assignments, student papers, weblinks, and other teaching resources.</p>	<p>The Blackboard resource, titled "NHV Central" is now a core part of the course's functioning; it allows seminar instructors greater latitude in assigning readings, functions as a repository for NHV materials and faculty discussions, and gives students direct access to readings.</p>
	<p>In past years, plagiarism has been a growing problem in CSM's First Year Writing (FYW) (and in FYW across the country).</p>	<p>FYW faculty revamped writing assignments, making it difficult for "recycled" papers to be re-submitted; LAIS agreed to adopt a shared plagiarism statement for inclusion in syllabi (www.turnitin.com).</p>	<p>The faculty senate is reviewing CSM's plagiarism statement; LAIS will revise and adopt its policy when this is completed. Anecdotal evidence suggests that the new assignments and use of turnitin.com has greatly reduced incidences of plagiarism. Thanks to efforts of NHV Coordinator Moon, the school adopted a campus-wide license of Turnitin beginning Fall 2005.</p>
	<p>NHV hires several more adjuncts (70% of NHV seminar sections are now taught by adjuncts); new faculty need information about campus services and setting up their classes.</p>	<p>FYC creates "New Faculty Survival Guide" that provides new faculty with information regarding class lists, i.d. cards, parking, and so on.</p>	<p>Survival Guide is distributed to new faculty at the start of each semester when necessary; FYC's workload is decreased because information is routinized, and guide reduces adjunct concerns about getting started.</p>

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	<p>The current second major paper assignment in NHV is the comparison paper; FYC suggests alternate to Writing Program—the Close Reading Assignment.</p>	<p>Three faculty—FYC, Toni Lefton, and Rose Pass—pilot the assignment and report successes.</p>	<p>Assignment is adopted as alternate to comparison paper; faculty reactions as of spring 2006 are mixed. Some faculty continue to use the assignment, though modified more toward the ethics themes of the course; others continue to teach the comparison paper. The options provide faculty with leeway to teach to a variety of skills.</p>
	<p>Mines take in dozens of transfer students every semester who have composition credits from other schools. Enrollment in NHV is also growing rapidly.</p>	<p>NHV Short-form is piloted by Carl Mitcham; this version of the course emphasizes environmental studies and professional ethics in a compact form, with much less emphasis on composition.</p>	<p>By Fall 05, NHV instructors are teaching five sections of NHV Shortform, which alleviates enrollment problems, allows students who have had composition to get their NHV credit in a more efficient way, and provides a solid pedagogical solution to students' needs for environment and ethics education.</p>
	<p>FYC and WPA met with adjunct faculty to discuss new 3/1 model of NHV; there are concerns about course continuity.</p>	<p>Adjunct faculty would like to see lecturing faculty weave together the themes of the course on the first day of lecture; suggest that seminars incorporate capstone lecture assignments, and would like students to understand the value of the large lecture format.</p>	<p>All NHV faculty discuss these items at spring 05 meeting; most seminar faculty are incorporating some sort of capstone lecturing assignments. Lecturing faculty prepare syllabus for fall 2005 to include a lecture called “NHV Matters” which addresses the importance of the themes of the course. Seminar faculty are encouraged to do more thematic connecting in seminars.</p>

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<p>2004-2005/Spring</p> <p>Moon/Schneider, Course Coordinators</p>	<p>Lecturing faculty and WPA suggest that having a full-time NHV coordinator would provide continuity to course and relieve tenure-track faculty from administrative work.</p>	<p>Division Director Laura Pang agrees to hire Jen Schneider as coordinator of NHV (NHVC).</p>	<p>Tenure-track faculty are relieved to concentrate on upper-division courses and to serve as periodic lecturers and advisors to the course. Assessment responsibilities, course changes, and other administrative tasks are streamlined, and coordinator is able to introduce faculty development opportunities, such as the ESL workshop on April 21.</p>
	<p>Student and faculty feedback suggest that professional ethics and environmental studies strands of course need to be better integrated. Faculty also suggest that students need to hear from non-Mines “experts” on the importance of NHV themes.</p>	<p>NHVC and lecturing faculty work to integrate the lecture schedule so that professional ethics is interwoven throughout the course rather than being segregated at the end of the course. They also plan for two NHV panels/roundtables to which industry experts will be invited.</p>	<p>Initial response from instructors on integration of ethics is positive. NHV panels take place on September 12/13 and November 22/23. Follow-up evaluations conducted at the end of the fall semester 05 also indicate that faculty members found the workshop useful, and were able to integrate ethics into their courses much more smoothly (see Ethics Committee report).</p> <p>Faculty and student feedback at the end of the fall semester suggested that the roundtables were satisfactory, but that it might work better to invite one strong speaker for each session that spoke to themes of interest to students.</p>

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	<p>NHV faculty note that they would like some evidence on how students are responding to the changes in NHV.</p>	<p>NHVC coordinates with Ruth Strevler in the Center for Engineering Education to conduct a student focus group.</p>	<p>Focus groups results reveal that students feel that participation in seminar facilitates their learning. But they still see the course as “two courses” (lecture and seminar) and don’t readily see connections between environment/ethics portions of course. NHV faculty develop more integrated syllabus for fall 05 to address these concerns (see above).</p>
	<p>NHV lecturing faculty express frustration at student focus group results, discuss large lecture pedagogy.</p>	<p>NHVC creates presentation for 05 lecturing faculty on large lecture pedagogy and strategies.</p>	<p>Lecturing faculty note that some of the strategies will not work for Mines; others suggest they may incorporate some of the ideas.</p>
	<p>Mitcham, the principle ethics educator for NHV, will be on sabbatical spring 05 and fall 06. This, and possible restructuring of NHV to eliminate large lectures, suggests that the burden of ethics education will rest with seminar faculty.</p>	<p>NHVC and Mitcham propose an NHV Ethics Workshop to provide seminar faculty with information and resources for improving ethics education in seminars. Proposal is approved and funded by LAIS Division Director Pang and VPAA Middleton.</p>	<p>Workshop takes place August 18 and 19, 2005; initial evaluations were extremely positive, and follow-up evaluations indicated that the workshop instigated long-term improvements in how faculty taught the ethics portion of the course. The success of the workshop led to an LAIS Ethics Initiative-led campus-wide workshop in May 2006.</p>

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<p>Year #9, 2005-2006/Fall</p> <p>Schneider, Course Coordinator</p> <p>2 lectures; no modules. Lectures shared by Gianquitto, Lefton, Leydens, Lucena, Mitcham, Straker, and guests. 29 seminar sections. 1 TA (Herrera).</p>	<p>Holding large lectures in Bunker Auditorium (as in AY04-05) does not provide a successful learning environment; Bunker is too large, too dark, and it is difficult to hear students (and to be heard).</p>	<p>Large lectures are moved to Metals Hall, where we are at full capacity.</p>	<p>Students are much more engaged in lecture environment, but limits of class space suggest that Metals will not accommodate future growth in student enrollment. Informal midterm evaluation results gleaned spring 06 suggest that Metals Hall provides a suitable learning environment, but that the sound system in the room needs to be updated.</p>
	<p>NHVC and Division Director Pang are worried about sustainability of current model given current enrollment growth rates and lack of classroom space.</p>	<p>Full-time NHV faculty meet to discuss the feasibility and desirability of moving to another model. Faculty express an interest in staying with current model through academic year 2006-2007. Instincts suggest that current model may be working better than in the past, and faculty want to have time to assess. Lecturing faculty agree to give three lecture sections per week beginning fall 06 to handle increased enrollment.</p>	<p>In Spring 2006, faculty meet and agree to look at a variety of assessment materials, including faculty meeting notes, informal midterm lecture evaluations, norming sessions, and student focus group results in an effort to assess the current model. A slow-down in student enrollment allows for more time to perform these assessments.</p>
	<p>NHV faculty review NHV course objectives in advance of upcoming ABET visit, and to make sure that Lecture schedule is coinciding with objectives.</p>	<p>NHV faculty meet in small groups to analyze and revise NHV course objectives; these undergo substantial revision to better fit the purpose of the course and current student learning needs.</p>	<p>Revised objectives are posted on LAIS assessment page (see above). Faculty place renewed emphasis on "Ethics" as the unifying theme of the course in an effort to provide more coherence to lecture topics and course objectives.</p>

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	<p>NHV faculty want to communicate the importance of persuasive writing to students; they feel that given students' heavy technical load, communication skills may take a backseat.</p>	<p>NHV faculty create and the LAIS Division and Physics Department co-approve the creation of the Frank Oppenheimer Science and Society Award, a cash award given to the student who writes the best case study analysis.</p>	<p>Faculty from LAIS and Physics make the first award in December 2005 for a paper on the ethics of building the Three Gorges Dam. Other awards follow.</p>
<p>2005-2006/Spring</p> <p>Schneider, Course Coordinator</p>	<p>Feedback from students and faculty suggests that guest speaker panels in Fall 2005 ("NHV Matters" and "Humanitarian Engineering Roundtable") need to be modified.</p>	<p>One guest speaker (Rob Farrington from NREL) replaces the "NHV Matters" roundtable; students and faculty respond favorably. A speaker from Engineers without Borders is brought in for the Humanitarian Engineering roundtable.</p>	<p>Midterm student evaluations suggest that students loved the Farrington lecture, and in general appreciated hearing from "real" engineers and scientists. However, students also made it clear that these visitors needed to be enthusiastic, prepared, and engaging speakers.</p>
	<p>Writing Center and First-Year Writing instructors express growing concern that ESL students are underprepared, and that instructors are underprepared to help them succeed.</p>	<p>NHVC coordinates a half-day ESL workshop to present advanced ESL pedagogy to instructors and Writing Center consultants.</p>	<p>The workshop was held April 21, 2006. Faculty responses indicated that while the session was a helpful "starting point," follow-up norming sessions, discussions, and further resources are necessary (see ESL report).</p>

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	<p>A few individual students voice concerns to NHVC that the workloads across seminar sections may be too varied and therefore unfair.</p>	<p>The NHVC distributes a "page counts" survey to seminar faculty in an effort to gauge how much each faculty member is assigning in terms of reading and writing. Visits to adjunct faculty classes suggest that workloads are fairly uniform.</p>	<p>The page counts survey issued in spring 2006 also indicates that the amount of reading and writing assigned across the sections is fairly uniform, with most instructors assigning approximately 20 pages of reading per week on average, and from 25-40 pages of writing (graded and ungraded). At the spring end-of-semester meeting, instructors discussed what the appropriate balance between graded and non-graded writing should be, both from an administrative and pedagogical standpoint. These discussions will continue into future semesters, and instructors expressed interest in talking more about the value of different types of graded and non-graded writing.</p>
	<p>Given the upcoming ABET assessment, the NHVC proposes that more outcomes-based assessment initiatives be launched to gauge student learning and writing over time. These initiatives would complement current assessments of the course.</p>	<p>NHV faculty discuss potential modes of assessment, such as norming sessions and student portfolio tracking, which will help to analyze student learning and improvement over time.</p>	<p>TBD.</p>

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	Faculty delivering lectures are concerned that the general questions asked on the institutional scantron evaluation sheets do not adequately reflect individual contributions to the course, nor do they provide useful feedback to the lecturing faculty individually or as a whole.	DD takes the issue to the CSM faculty senate, which resolves that the team-taught structure of the NHV lecture is not adequately assessed by the institutional evaluation form. Lecturing faculty agree to qualitative/quantitative midterm and end-of-semester assessment format developed by NHVC.	The new surveys were launched in Spring 2006, and faculty appreciated the more specific feedback. Some changes will need to be made to the questions and analysis of results to make them more sound, but the surveys provide us with more concrete information for improving the lecture portion of the course.
<p>Year #10, 2006-2007 / Fall</p> <p>Schneider, Course Coordinator, on leave</p> <p>Lefton, substitute Course Coordinator</p> <p>2 lectures; no modules. Lectures shared by Gianquitto, Lefton, Leydens, Lucena, Mitcham, Straker, and guests.</p>	Many international students struggling in NHV; instructors not prepared for ESL instruction.	Schneider prepares report on ESL students submitted to DD; Diane Witters, ESL specialist, hired for Writing Center in Spring; ESL discussion meeting norming session held for NHV instructors.	Numbers of international students having difficulty in NHV gradually decreases over coming years.
	LAIS and Writing Program website outdated.	Work on new websites through Fall and Spring.	Improved website online.
	Changes in NHV taking place in isolation.	NHVC and WPA survey composition programs at peer institutions to determine best practices.	Future changes in NHV can be made in light of practices elsewhere.
<p>2006-2007/Spring</p> <p>Schneider, Course Coordinator</p>	Students find Lunsford's <i>Everyday Writer</i> expensive; text receiving insufficient use.	Review of available textbooks undertaken.	Hacker's <i>Pocket Style Manual</i> selected as a smaller, more usable, less expensive text.
	Instructor interest in making a relevant novel part of the course.	Proposal for shared reading, Vonnegut's <i>Cat's Cradle</i>	Vonnegut novel adopted for all sections following year only.

Year / Semester	Concern/s	Response/s	Effect/s
Year #11, 2007-2008 / Fall Schneider, Course Coordinator 2 lectures; no modules. Lectures shared by Gianquitto, Lefton, Leydens, Lucena, Mitcham, Straker, and guests.	Published course objectives no longer accurately describe NHV. <hr/> Lecturing faculty need better feedback from students and instructors on effectiveness of lectures.	New course objectives written and adopted. <hr/> Procedure established by which NHVC solicits instructor reaction to lectures, summarizes and quotes anonymously, and reports to lecturing faculty.	Course objectives more accurately reflect NHV as taught. <hr/> Lecturing faculty receives immediate feedback on lectures.
2007-2008/Spring Schneider, Course Coordinator	Procedure for handling plagiarism cases not clear.	CSM policies on plagiarism review with seminar instructors; plagiarism "flowchart" developed and distributed.	Instructors better informed on how to handle plagiarism.
	Some students concerns about inconsistent grading across sections reported.	Norming session for instructors.	Grading criteria discussed and made possibly more consistent across sections.
	Instructor dissatisfaction with existing major paper assignments.	Three instructors pilot test new major paper assignments focused on argumentation.	See 2008-9 Spring
Year #12, 2008-2009 / Fall Tyburski, Course Coordinator 2 lectures; no modules. Lectures shared by Gianquitto, Lefton, Leydens, Lucena, Mitcham, Straker, and guests.	Lack of empirical measurement of student progress.	Writing outcomes assessment undertaken to compare student writing early in the semester to student writing late in the semester. Random samples of student essays taken and evaluated by NHV teaching faculty.	Assessment results inconclusive; students not sufficiently motivated to perform to the best of their abilities on both the early and late writing assignments. However, grading exercise functions as norming session, and fairly high degree of instructor agreement revealed.

Year / Semester	Concern/s	Response/s	Effect/s
<p>2008-2009/Spring</p> <p>Miller, Course Coordinator</p> <p>1 weekly lecture by NHV faculty and one outside lecturer; 14 seminar sections</p>	<p>Students and instructors feel the course of lectures is not as unified as could be and that the lecture and the seminar components could be better integrated.</p>	<p>Criteria for NHV lectures developed and lecturing faculty asked to design lectures to those criteria. Only one lecture delivered by an outside speaker; all others delivered by LAIS faculty. Lectures now focus on a specific, controversial case study in engineering ethics or a controversial topic concerning the environmental and social impact of engineering.</p>	<p>Instructors can make better use of lectures in seminar discussion and report that students see more coherence in the course and justification for the lectures. Student evaluations for the lecture component improve.</p>
	<p>Some instructor uncertainty about the three major paper assignments.</p>	<p>After trials of new major paper assignments in earlier semesters, the three major papers are formally specified: 1) Response to an Argument, 2) Response to a Debate, 3) Researched Argument</p>	<p>Greater internal coherence in paper assignments; better focus on argumentation throughout the course.</p>
	<p>“New Faculty Survival Guide” outdated.</p>	<p>NHVC creates an expanded document, “Guide to Nature and Human Values.”</p>	<p>Central repository for information for new instructors and for course guidelines for all instructors.</p>
<p>Year #13, 2009-2010 / Fall</p> <p>Miller, Course Coordinator</p> <p>2 weekly lectures by LAIS faculty and one outside lecturer; 28 seminar sections</p>	<p>Internal coherence in lecture series felt to be weak.</p>	<p>Lectures organized to move from specific issues of engineering ethics to broader issues related to the impact of engineering and applied science on nature and society.</p>	<p>Progression of lectures made explicit to students. Clearer justification of lecture series.</p>