General Education Annual Course Assessment Form

Course Number/Title _______ ASTR10 _______ GE Area _______ B1 ______

Results reported for AY _______ 14-15 _______ # of sections _______ 6 _______ # of instructors _______ 2 ______

Course Coordinator: _______ Olenka Hubickyj _______ E-mail: ___ olenka.hubickyj@cabot@sjsu.edu _____

Department Chair: _______ Michael Kaufman _______ College: _______ Science ______

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?.

SLO 2 - Student Learning Objective: Students should be able to demonstrate ways which science influences and is influenced by complex societies, including political and moral issues.

This objective was worked into the course by first introducing the steps of the scientific method and demonstrating that the knowledge presented by scientists is not a random process but a deliberate method of data acquisition, analysis, and reporting and then trying to show how societal influences can scientific outcomes.

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

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<th>students</th>
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<th>B</th>
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93% (178 of 192) students met this objective;

The influence of society’s outlooks on science was discussed in class with 2 examples: Greek astronomy and the ozone layer.

When presenting the developmental progress of astronomy from ancient times, the Greeks played a very important role by defining the scientific method thereby depending on observations to explain physical processes. For 1500 years the geocentric model was held as the true process of how the Universe. This model was upheld to be true by the Church and governments of many countries and anyone who did not agree with this fact was punished, even when observations suggested that the heliocentric model could be considered true.
A more positive example of societal laws involved with science is the discovery of the ozone hole over Antarctica. When scientists brought it to the attention of the government, society to it on to solve this problem: laws and standards were negotiated with businesses and new regulations were installed and society helped the scientific resolution of a serious environmental problem.

(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.)

The class discussions and debates of these topics add to the student understanding. Updating the discussion with new topics (climate change, exploring moons/planets in the Solar System, terraforming) keeps this objective relevant. Any other modification is not necessary.

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?

All sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment