General Education Annual Course Assessment Form

Course Number/Title: Geol 6/California Geology  
GE Area: B1

Results reported for AY: 2014/15  
# of sections: 2  
# of instructors: 2

Course Coordinator: Manny Gabet  
E-mail: manny.gabet@sjsu.edu

Department Chair: Jonathan Miller  
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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 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 3: Apply a scientific approach to answer questions about the earth and environment.

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

This SLO was assessed in GEOL 6 using targeted in class hands-on activities and assignments and follow-up quiz and exam questions. Based on aggregated data from these assessment tools, 80% of students (N=71) demonstrated mastery of the SLO.

An example of one of the assessment activities from Instructor LeAnne Teruya: We did an experiment in class to illustrate why it is difficult to predict volcanic eruptions in the long term. The class was broken up into six groups and each group completed the same experiment. Then we pooled and compared the results to produce a large aggregate sampling of repeat experiments. The experiment simulated volcanic eruptions by having students add weights to the pull-string of a party popper that was attached to a stand. Students recorded the amount of weight required to cause the an “eruption” (the popper to pop). The results varied because the construction of each popper varies slightly, even though they are all manufactured by the same company and using the same process. Because the amount of weight required to “erupt” the popper varies, it is not possible to predict the amount of weight that will cause eruption. Students were shown other data from repetitions of the same experiment, which showed that even after 25 trials, there is no pattern that can be used to predict the weight that will cause eruption of the popper. Likewise, even though volcanoes within a specific category may all be alike, each volcano varies randomly in its construction and therefore the specific variables that trigger an eruption for a particular volcano are difficult to predict. The SLO was then assessed using a follow-up exam question about the ability to make long-term eruption predictions for volcanoes.
(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 major modifications to the course are planned.

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. No actions are planned.

(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.

Not applicable.