General Education Annual Course Assessment Form

Course Number/Title: Geology 9  
GE Area: B1/B3

Results reported for AY: 2017-2018  
# of sections: 2  
# of instructors: 2

Course Coordinator: Kimberly Blisniuk  
E-mail: Kimberly.blisniuk@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 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 1: Students should be able to use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations.

GELO 2: Students should be able to demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues.

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

SLO #1 and #3, was achieved in Geology 009 through in class assignments and the weekly laboratories completed by all students enrolled in Geology 009. Geology 009 introduces students to the geologic processes on Earth that produce Earth hazards.

During the lecture period, 70-100% of the lectures (depending on the instructor) provided students with in class assignments to facilitate scientific methods used by geologists to investigate and understand Earth hazards and how these hazard directly influence their local and global community.

During the laboratory period, each laboratory is designed to achieve 1 to 3 GELOs. These GELOs are printed on the front page of each laboratory. For example, in a particular lab titled “Understanding earthquake hazards: Seismic Risk Assessment”, student GELOs 1 and 2 are achieved by having students (1) identify all active faults in the San Francisco Bay Area, (2) collect data online on the 2014 Napa, 1989 Loma Prieta and 1906 earthquakes, (3) assess the influence of these earthquakes to society by collecting data on the number of casualties, total cost of damage, number of people injured etc. and (4)
determine the potential risk of their own home. 85% of students assessed satisfactorily achieved the GELOs designed for this laboratory as shown by their grade on the lab assignments.

(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.)

A Geology 9 Learning Outcome Assessment module has been developed for all Geology 9 students to take during the course of the semester. Students are asked to answer the following questions and provide examples, if they answer yes. The questions aim to assess whether students achieved GELO 1 and 2, regardless of the grade receive in the laboratory assignment or the course. Students will be required (for course credit) to take the module at the beginning of the course. At this time, students will likely answer “no” to the questions below. The students will be asked to answer the questions again towards the middle of the semester and then again at the end of the semester. To track the number of SLOs achieved, this module has been shared through CANVAS’ Commons tool, where all Geology 009 laboratory instructors and lecturers. With this module, we hope to better track student achievement of GELOs for Geology 009.

GELO 1: Are you able to use science methods and your knowledge learned from Geology 9 to question existing explanation about earth hazards in the news?

GELO 2: Can you demonstrate ways in which earth hazards influence and is influenced by society?

This module is found 

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(3) 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?

All sections of Geol 009 are still aligned with the GELO’s.

(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.