Part 1
To be completed by the course coordinator:

1. (1) What GELO(s) were assessed for the course during the AY?

Area B2 GELO #2: 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?

The assessment for this GELO was completed in a variety of ways. For each class, exam questions were used; for instance, after reading an article on Evolution in Everyday Life by David Mindell students were asked about the law Congress passed to protect people from misuse of their genetic information for discrimination. Additionally, societal pressures on mate choice and the continuing differences between skulls of different races was discussed in class after reading Owsley et al.’s article on forensic anthropology; there was also a quiz on this reading.

Writing assignments were used to assess GELO 2 as well. For one class, for instance, students could pick topics that ranged from teaching evolution in the classroom, to behavioral patterns of chimpanzees and humans, to discussing the biological and social concepts of race. These papers, which were worked on in groups, were then also turned into presentations and class discussions. In other classes, students were asked to write on nonhuman primate endangerment by choosing one of the 25 most endangered nonhuman primates and write how science tracks these primates’ fates; describe the ways in which humans endanger other primates; and cover why we should save nonhuman primates, and what political issues may help or hinder the survival of primates.

In summary, it appears that students do grasp the GELO 2 and perhaps pick up this topic easier than the other GELOs. In general, these topics are the ones in which students are most engaged and they tend to view science as not occurring in a vacuum. Overall, I suspect that over 80% of students grasped these concepts.

(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 instructors have stated that their plans for next semester are to modify the existing assignments with clearer writing prompts.

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.

(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.

N/A (This is an Area B2 course)