General Education Annual Course Assessment Form

Course Number/Title ___Biol 20 Ecological Biology___________ GE Area _____B2/B3_________

Results reported for AY ____2016-2017_____ # of sections ____9____ # of instructors ___3____

Course Coordinator: __Stephanie Trewhitt___ E-mail: ____Stephanie.trewhitt@sjsu.edu_

Department Chair: ____Dr. Jeffrey Honda_____________ 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?

SLO3: Students should be able to use the methods of science, in which quantitative, analytical reasoning techniques are use.

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

This SLO3 was assessed with different lab assignments during the semester. During the first lab of each semester, students were taught the scientific method and how to formulate a hypothesis. Students were then given a tour of our library, which was aimed at teaching students how to access primary research articles and how to analyze the methods used and results of that research. Students then during the semester conducted several labs to analyze different ecological concepts using quantitative and analytical reasoning techniques to evaluate the concept that each lab presented. Of the 57 enrolled students in the Fall 2016 semester, 78% mastered this outcome at a high level, 18% demonstrated average proficiency, 1% demonstrated marginal proficiency, and 3% were not proficient. During the Spring 2017 semester, of the 73 enrolled students, 56% mastered this outcome at a high level, 38% demonstrated average proficiency, 2% demonstrated marginal proficiency, and 4% were not proficient.

I find it difficult to teach a science course without using quantitative and analytical reasoning techniques. Students are coming to college less prepared than in years past and we find that we have to explain these techniques in detail each semester. We will continue to present these techniques in different formats in order to reach the many different types of learning styles that our students use. Repetition of these techniques across most of our labs will reinforce the techniques allow students to obtain a greater understanding throughout the semester.

(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.)
This course was completely changed and updated in Fall 2016. The only updates planned for the next year is to make the assignments more accessible to the different learning styles of our students and provide more examples and clarifications of the ecological concepts presented during the semester. The goal is to provide a clear link to the quantitative and analytical techniques that are used to evaluate the various ecological concepts presented during the semester.

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

(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.

Presently, this issue not applicable to our courses in Biological Sciences. Of the above areas listed, we have courses in Area R, S, and Z. None of these courses have sections over the 40 maximum students as mandated by University policy and are receiving adequate feedback. Area R may require more student demand in the future, however, we envision adding more sections rather than making larger sections. Area Z is capped at 25 students: our syllabi should demonstrate that students are meeting GE SLOs for writing as assignments are clearly documented.