General Education Annual Course Assessment Form

Course Number/Title _____Biol 101____________ GE Area _R___________

Results reported for AY ______2015-2016______ # of sections ____4_____ # of instructors __2__

Course Coordinator: ___Elizabeth McGee_____ E-mail: __elizabeth.mcgee@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?
GE SLO 1: Students will be able to demonstrate an understanding of the methods and limits of scientific investigation.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
Fall 2015
The instructor looked for evidence that students understand that 1) science is both empirical and theoretical; 2) science is a powerful though limited way of knowing; 3) science is a human, not mechanical endeavor; and 4) science is a dynamic process. Students read the book The First Human which chronicles the work of four different international teams of scientists as they endeavor to find our earliest ancestor(s). The book highlights many of the things that the scientific process is best at (e.g., science is self-correcting with new data and/or approaches) as well as science as a human endeavor that can be competitive and dysfunctional. As part of the assignment, students write an essay in which they explore the methods and limits of scientific investigation by analyzing the approach of one of the teams of their choosing. Of the 74 students assessed, 51% masteredGESLO 1 at a high level, 38% achieved an understanding of GESLO1 at an average level, and 11% failed to understand GESLO 1.

Spring 2016
The instructor assessed GEL01 with two assignments, an oral presentation and a literature review, both of which addressed a topic covered in class and/or in the work of an evolutionary biologist or paleontologist. Of the 73 students assessed, 26% mastered GESLO 1 at a high level, 45% achieved an understanding of GESLO1 at an above average level, 14% achieved GESLO1 at an average level, and 15% failed to understand GESLO 1.

(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 modifications 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

(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.

This is an Area R course that has a student cap of 40 students. As a smaller course there are no issues with students receiving thorough feedback from the instructor.