General Education Annual Course Assessment Form

Course Number/Title: Biology 110: Biodiversity and Biopolitics
GE Area: R: Earth and Environment

Results reported for AY: 2015-2016
# of sections: 2
# of instructors: 1

Course Coordinator: Phillip Hawkins
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Department Chair: Jeff 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?

GELO 2: Students will be able to distinguish science from pseudo-science. GELO2 will be assessed with specific writing assignments on differences between environmental science and environmentalism within the context of statutory laws governing habitat preservation, environmental policy and species preservation.

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

In Biology 110, students spend 25% of the class on field trips that exemplify the effect of state and federal laws regarding the conservation of a local threatened aquatic species (Steelhead Trout) with regard to water, watershed, habitat resource management and urban stream flood control effects on that threatened species. On these field trips the students are given worksheets to fill out and hand in at the end of the exercise then graded. Students also give a group oral presentation as to the status of a threatened or endangered species of their choice. The oral presentation is to address: root causes to the species population decline which is to include but not limited to: habitat destruction, poaching, climate change, and human exploitation. Of the 26 students assessed, 42% mastered SLO 1 at a high level (90% or better), 38% demonstrated average proficiency of SLO 1 (73% to 89%), 5% demonstrated marginal proficiency of SLO 1 (70 to 72%), and 15% were not proficient in SLO 1 (less than 70%).
(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 at this time.

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 Area R course has low enrollments of between 15-30 students. No issues exist on providing feedback, grading, and instruction for this course.