General Education Annual Course Assessment Form

Course Number/Title  _GEOL 111, Geology and the Environment     GE Area  R____________________

Results reported for AY __14/15_______  # of sections __7_________  # of instructors ___3______

Course Coordinator: ____June Oberdorfer__________    E-mail: ____june.oberdorfer@sjsu.edu____

Department Chair: __Dr. 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 SLO(s) were assessed for the course during the AY?

   **SLO 3** (Apply a scientific approach to answer questions about the earth and environment.)

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

   This SLO was addressed through a variety of approaches from in-class discussions (“how might you figure out...?”) to homework assignments (directly asked to formulate a hypothesis, acquire and analyze data, and draw conclusions) to term papers (requiring in-depth analysis of a particular environmental issue). Nearly all the students (~90%) could apply the scientific method, particularly when it was broken down into successive steps. While some students can work fairly independently using a scientific approach, it’s been observed that many students benefit from being lead more systematically through the process.

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 additional modifications are planned at this point other than to continue looking for the most effective way to break the scientific approach down into its components, as applied to a variety of environmental topics.

**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?
All sections are still aligned with the Area R Goals and Student Learning Objectives.

(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.

All sections taught are below the enrollment limit for Area R courses and students receive ample feedback on writing from term papers and smaller writing assignments. On each assignment, instructors provide detailed editorial and grammatical corrections, as well as general comments that are based on a uniformly adopted grading rubric provided to each student.