General Education Annual Course Assessment Form

Course Number/Title __GEOL 112______________ GE Area ________ Area R_______________________

Results reported for AY ___2012‐2013____ # of sections _____8_____ # of instructors ______2_______

Course Coordinator: ___________Don Reed_________ E-mail: ______dreed@sjsu.edu____________

Department Chair: _____Robert_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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 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 #1 - Students can 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?

The two instructors of this course conducted the separate learning outcome #1 assessments and will therefore be discussed in separate paragraphs

(Instructor #1: Jefferies-Nilsen, 6 sections, 225 students) - Student learning outcome #1 was assessed by the evaluation of a written research paper on an earthquake or volcanic event and the factors, as determined by scientific investigations, that produced the disaster. This assignment was based on material presented in lecture, movies, textbook and one preceding assignment on the scientific methodology and evidence used to identify and evaluate the seismic and volcanic hazards.

90% of students achieved the learning outcome by earning a C or better (>71.5%) grade on this assignment.

(Instructor #2: Reed, 2 sections, 65 students) – Student learning outcome #1 was assessed through the evaluation of a portfolio of completed assignments covering Unit III of the course on the seismic hazards in the bay area. The submitted work included completed activity worksheets on the landmark scientific studies that followed the 1906 San Francisco earthquake, current state of scientific evidence for the presence and hazard potential of bay area fault zones, a video tour of the evidence of recent activity along the Hayward fault, the scientific basis for seismic risk forecasting and limits of earthquake prediction. This portfolio of student work was further enhanced in the 2013 spring semester with the inclusion of a 1-2 page-long essay on the methods and limits of science used to examine 2009 L’Aquila earthquake in Italy, which caused 309 deaths, in addition to
manslaughter convictions for seven scientists and engineers, and sentencing to 6 year prison terms, for a “superficial, approximate and generic” analysis of the risk prior to the earthquake. This assignment made use of lecture material, internet research and multiple reading assignments.

91% of students achieved the learning outcome by earning a C or better (>71.5%) grade on the portfolio of assignments.

(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?

All sections are still aligned with Area R goals and student learning objectives. No action is planned.