General Education Annual Course Assessment Form

Course Number/Title UNVS 96GB GE Area B2

Results reported for AY 2013-2014 # of sections 1 # of instructors 1

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Department Chair Dr. Dennis Jaehne College Undergraduate Studies

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 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 (Fall 2013)?

GE SLO #1 – Students should be able to use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations.

GE SLO #2 – Students should be able to demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues.

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

GE SLO #1 was assessed with Paper #1, a 500-word assignment that that required students to describe the principal dynamics of 1 critical global issue (selected from 4 options identified by the professor) [a] across two different countries or [b] across two different groups within the same country. Within Section B, the following topics were made available for students to choose one: Tropical Rainforest Deforestation, Overharvesting of Marine (Ocean) Organisms or Impact of Livestock on Global Climate Change. Of the 54 students assessed, 43 students achieved a C or better on this assignment (80%). The lessons learned are that students can identify the basic dynamics of contemporary global issues, including the similarities | differences and interactions between them.

GE SLO #2 was assessed with Paper #2, a 1,000-word assignment that required students to describe the interdisciplinary implications of 1 critical global issue (selected from 4 options identified by the professor) across either [a] two different countries or [b] two different groups within the same country from multiple perspectives. For Area B, students built upon their previous work in Paper #1 and maintained their chosen topic of one of the following: Tropical Rainforest Deforestation, Overharvesting of Marine (Ocean) Organisms or Impact of Livestock on Global Climate Change. Of the 54 students assessed, 46 students achieved a C or better on this assignment (85%). The lessons learned are that students understand the basic features of contemporary global issues in broader cultural, historical, environmental, and spatial contexts. Additionally, from the increase in student performance, we can see that students are able to achieve higher mastery on writing assignments when there are multiple drafts required.
(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, given the high success rate of student performance on these two GE SLOs. Assignments used to assess student comprehension of all the GE SLOs will be reviewed for possible modifications after the course completes its experimental phase in 2015.

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?