**General Education Annual Course Assessment Form**

**Course Number/Title:** Biology 101  
**GE Area:** R  

Results reported for AY **2014-2015**  
**# of sections:** 4  
**# of instructors:** 2

**Course Coordinator:** Elizabeth McGee  
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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**, 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: Students will be able to 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?**

   SLO 3 was assessed by one instructor using a weekly write-up comprised of two short answers to questions about (1) how evolution and species ranges led to a current, unusual distribution of and relationship between marsupials on two continents, and (2) how allopatric speciation and other factors cause populations of species that have similar genetics and interbreed to become two different species. The other instructor assessed SLO 3 with an activity that required students to create a family tree of a given family to determine the risk of a particular member developing Huntington’s disease, based on first learning about CAG (nucleotide bases) repeats on chromosomes. There was a series of questions requiring analysis of the family tree, probability of disease, number of CAG repeats for various phenotypes, testing for the gene, who in the family is likely to experience disease symptoms, etc.

   Of the 139 students assessed, 42% mastered SLO 3 at a high level, 39% demonstrated average proficiency, 2% demonstrated marginal proficiency, and 17% were not proficient. The instructor who taught 2 sections in Spring 2015 noticed a decrease in scores (although low scores were not limited to these sections) and attributes the decrease to the larger class size and use of a grader for some of the grading.

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?

To the best of my knowledge both sections are aligned with respect to area goals, SLOs, content, support and assessment.

(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 course has had a number of temporary faculty members serve as instructors. Unfortunately, many of these instructors do not remain in the department for various reason. For example, the previous two instructors currently are no longer teaching in the department. In reviewing syllabi, I noticed some inconsistencies in enforcing the 4000 word writing requirement, and a possible way that students are receiving thorough feedback on their writing. In lieu of this, I will work with our GE administrator and faculty teaching the course to develop a practice that will address effective feedback on writing assignments. Our Biol. 110 course may serve as a useful model.