**General Education Annual Course Assessment Form**

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<tr>
<th>Course Number/Title: Biology 110</th>
<th>GE Area: R</th>
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Results reported for AY 2014-2015  
# of sections: 2  
# of instructors: 1

Course Coordinator: Phil 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**, 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: Student will be able to demonstrate an understanding of the methods and limits of scientific investigation. SLO 1 will be assessed using current literature investigations of primary and secondary literature readings, to be synthesized by the student into a series of essays related to a described topic within the context of biodiversity.

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

   In Bio 110, students spend a large part of the semester writing an essays regarding: ecological hotspots, species conservation, threats to biodiversity, human impacts (pollution), and habitat destruction. Students are required to write these research papers in a scientific format, inclusive of primary literature as references as a requirement. The biology 110 essay assignments are a minimum of 1500 words on a researched topic as described above. Of the 43 students assessed, 49% mastered SLO 1 at a high level (90% or better), 33% demonstrated average proficiency of SLO 1 (73% to 89%), 6% demonstrated marginal proficiency of SLO 1 (70 to 72%), and 12% 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.
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 all sections are aligned with respect to area goals, SLOs, content, support and assessment. There is only one instructor for this course with just two sections at most every other year.

(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.

Documentation of SLOs and word counts for the courses clearly can be found on course syllabus. The instructor does a good job in meeting the writing requirement in assigning 3 essays/student. Students are assigned a single grade/essay which does not allow much for revision in writing. However, it should be pointed out that 3 essays of similar format and theme would allow students to take feedback provided on previous assignments to improve their writing for their subsequent assignment. That and allowing the student to confer with the faculty member to correct or seek advice on writing using previous assignments should allow students the feedback needed to improve their writing skills.