General Education Annual Course Assessment Form

Course Number/Title:  METR 12/Global Warming  GE Area:  B1

Results reported for:  AY 12-13  # of sections: 2  # of instructors: 2

Course Coordinator:  Alison Bridger (as dept chair)  E-mail: Alison.Bridger@sjsu.edu

Department Chair:  Alison Bridger  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#3: “Students should be able to recognize methods of science, in which quantitative, analytical reasoning techniques are used”. Raw data is stored in the chair's office/assessment data shelf (COADS).

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

In a department assessment retreat in January 2012, faculty discussed assessment at all levels, including in GE. Faculty decided to have an “assessment week” in which assessment activities would be conducted in all GE classes in one week. During AY 12-13, this was the week of 22-26, 2013. In the meeting, faculty developed a set of questions to assess the SLOs. We designed a question to address SLO#3 in our core GE class MET 12.

In MET 12, students were asked to write and respond to the prompt: “What is the evidence that humans have had anything to do with warming observed over the past 50 years?”. Data was gathered in both sections of MET 12 offered in Spring 13. Answers were graded against the simple rubric of: “1”=meets LO, “2”=partially meets the LO, “3”=does not meet the LO. Results are tabulated below.

<table>
<thead>
<tr>
<th>Section</th>
<th>1 (meets LO)</th>
<th>2</th>
<th>3 (does not meet LO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Sum</td>
<td>11</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Percent</td>
<td>22%</td>
<td>42%</td>
<td>36%</td>
</tr>
</tbody>
</table>
In these classes (50 responses), 22% fully met expectations, 42% partially met the learning outcome, and 36% did not satisfy the LO. So, although 64% fully or partially met the LO, about 1/3 did not, and this is a disappointing finding. We believe there will be a similar finding in the assessment of the SJSU Studies class (112) which used the same prompt. There are a couple of possible implications: (1) that the class is not being taught well. To argue against this, several of the faculty teaching these classes (12 and 112) have received very high SOTE feedback scores (high 4’s in the overall category), and the chair assigns some of our best faculty to teach these classes since we feel that this is a critical topic; (2) that the students are “missing the point”. Thinking about this question, one could develop a list of pieces of evidence, and put them into “human-caused” versus “natural” versus “other” columns, for example. This might be an example of high-level thinking that the students – on the fly – cannot (yet) do (assuming most are lower-division students).

The faculty will discuss these results and their implications in Fall 2013. Several of our assessment exercises have led the author of this report to conclude that our assessment prompts need to be refined. Many of them are too diffuse, or rather need to be better focused. The prompt used here may well fit into that category.

(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.)

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**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?

The chair is satisfied that this course is being delivered with full and appropriate attention to all area “B” goals, SLOs, content, support, and assessment.