Assessment Date: ____Fall 2012_______________________

Faculty Name(s): _______Dr. Paul Belasky______________________________

1. Course Name and Number:

GEOLOGY 102: Introduction to Oceanography

2. All Course SLOs from the Course Outline of Record:

SLO1: Explain the chemical, biological, and geological components of the sea through class assignments. Identify the principles of oceanography and relate it to their lives in order to fully understand the importance of the ocean environment to our society and why it should be protected. Locate and explain major oceanographic features (such as tectonic plate boundaries), and evaluate oceanographic and geological hazards associated with them.

3. Specific Course SLO(s) assessed as part of this project:

SLO1

4. Will this SLO assessment count toward GE Plan A?    _v__Yes   ____ No

If Yes, identify what area:  _v__Area I Natural Sciences  ___Area II Social and Behavioral Sciences  ___Area III Fine Arts/Humanities  ___Area IV Language and Rationality  ___Area V Physical Education/Wellness  ___Area VI Intercultural/International Studies

Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):

GE SLO1 for Area I

5. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.)

A questionnaire given to students within the first 6 weeks of the Fall semester of 2012. It is attached to but not counted as part of the first quiz students have to take. The questionnaire assesses the student knowledge of the topics pertaining to this student learning outcome. It contains objective, specific questions (matching, multiple choice). To insure objectivity, the students will be able to use Scantron sheets for most of the questions. The students are asked questions that test students’ familiarity with concepts of plate tectonics and types of geological phenomena (e.g., earthquakes, volcanoes, mountain ranges) associated with different plate boundaries. The students are also asked to choose from the list of geological hazards that can affect the Fremont area and to match
common natural resources with their general origin, geographic distribution, and use. The same questionnaire will be given to students at the end of class (attached to the final exam, but not be counted as part of it). The results are then be compared.

**NOTE:** This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

6. **Specific aspects of the assessment tool which link up to specific Course SLOs being assessed** (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above.):

   All pre- and post-questionnaire questions link up with SLO 1 and GE SLO 1 in Area I

7. **Results and analysis of the data.** *(Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data, at the end of this document.)*

   The pre- and post-questionnaires was given to GEOL 102 students and graded using Scantron, compared, and analyzed. Results of the Fall 2012 assessment:

   - pre-questionnaire - 14 questions; 42 student participants; avg. of 2.26 correct answers; 16%
   - post-questionnaire - 38 student participants; avg. 6.97 correct answers; 50%.

   Conclusion: there is an increase of 34% in student scores, which indicates a significant and impressive increase in SLO1 achievement.

8. **Describe any faculty dialogue that occurred as part of the assessment process** (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

   I am the only full-time faculty member of the department. I have discussed assessment results with two adjunct instructors in our department.

9. **Next steps** (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):
The SLO’s for the course will be revised in the future in order to make them more specific and facilitate direct link-up with the assessment tools.

10. Results of implemented changes, if available at this time:

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
example: 2013fall-sloa-engl101c.doc