Assessment Date: 8/28/13

Faculty Name(s): Dr. Paul Belasky

1. Course Name and Number:
GEOL 103, Paleontology and Dinosaurs

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

**Student Learning Outcomes**

SLO1:
Relate major events in the origin, evolution, diversification, and geographic dispersion of life through time - both on land and in the marine realm - to the eras and periods of the geologic time scale.

SLO2:
Explain the concept of geologic time and demonstrate the use of the geologic time scale in determining relative and numerical ages of rocks and fossils.

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

SLO1

4. **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 specially developed before-and-after quiz with the same 10 matching questions was given in the first week and the last week of the Spring 2013 semester to all students in class.

5. **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 ten test questions addressed SLO1, that is the ability to relate major event in the history of life with eras and periods of the geologic time scale.

6. 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 average score of the 30 students that took the initial quiz was 3.8 out of 10 possible points. The average score of the 28 students that took the final quiz was 6.7 out of 10 points. Out of 28 students participating, 21 have improved their scores, 3 – did not improve, and 4 declined in performance. The overall results indicate a 72% improvement by students who took the course in reaching SLO1, representing a significant shift.

7. 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 and the only instructor for this course. However, I did consult with faculty at CSUMB and looked at their syllabus and the CID format in the development of SLOs for this course.

8. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

Despite good results (72% improvement), I am still concerned why a significant minority of students did not improve or even declined in their performance in achieving goals of SLO1. The reasons may be that they did recognize major events in the history of life, they could not match them with the geologic time scale, because they did not learn the geologic time scale properly, or forgot it by the end of the semester (we spent most of the time learning the scale in the first part of the semester). In order to compensate for that, I plan to give a new and improved handout on geologic timescale and reinforce the familiarity with it among students throughout the semester. I also plan to improve their understanding of the scale by assessing SLO2 in the near future, which also incorporates the knowledge of the geologic time scale.

9. Results of implemented changes, if available at this time:
Please save your finished document in the following format:
yyyymon-sloa-courseid.doc
example: 2012fall-sloa-engl101c.doc