Assessment Data is from what semester? 
Fall 2014

Faculty Name(s): Paul Belasky

1. Course Name and Number:
GEOL 104 The Changing Earth: Historical Geology

2. List all Course SLOs from the Course Outline of Record:

1. List and explain the major steps in the scientific method of investigation, specifically, the difference between a falsifiable hypothesis, and theory.
2. Develop a fundamental understanding of the theory of plate tectonics, the evolution, deformation, and movement of continental crust through time, especially the North American continent.
3. Explain the concept of geologic time ("deep time"), list eras and periods of the geologic time scale, and demonstrate the use of the geologic time scale in determining relative and numerical ages of rocks, the timing of major events in earth history, and the associated global change in climate, geography, and biota

3. Specific Course SLO(s) assessed as part of this project:
SLO3

4. Is this course on GE Plan A? __X__ Yes ___ No
(See Catalog pages 49-51 & page 55)

If Yes, identify what area. (All GE course assessments count as GE assessments.)
__X__ 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
____ Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)
Students were given a questionnaire at the beginning of the course, where they had to list Eons, Eras, and Periods of the Geologic Time Scale, estimate their numerical age, and match them with major events in the history of the Earth, North American continent, and life on Earth. This quiz was not counted toward their course grade, but all students were asked to participate. They were also asked not to guess (since the results would not be graded). The students were given the same quiz at the end of the course (at the final exam), and the results were graded and compared.

6. Results and analysis of the data. (Attach any related documents at end of form.)
A total of 24 students completed the first questionnaire. The average score on the first questionnaire was 3.0 out of 10 points. The second questionnaire was completed by 16 students. The average score on the second questionnaire was 7.1 out of 10 points. This, a significant improvement was observed, the average score increased by more than two-fold or more than 130%. This was quite impressive to me, as it indicated that the majority of students have achieved SLO3. Specifically, 13 out of 16 students significantly improved their score (by 2 points or more), 2
students showed a small (statistically insignificant) improvement, and one student’s score declined (slightly).

7. What are you going to do based on the results of the data? (Any planned revisions?)

| Based on the results of the questionnaire, I plan to maintain the current pedagogy and curriculum (as related to SLO3). However, although the results of the assessment were positive (more than 130% improvement), I plan to further assess SLO3 by making the assessment quiz broader and adding more questions specifically pertaining to the major events in the geological evolution of the North American continent, former geographic position of the continents, and timing of climate change. |

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: 2014spring-sloa-engl101c.doc |