Assessment Data is from what semester?  
Spring

Faculty Name(s):  
Dr. Paul Belasky

1. Course Name and Number:  
GEOL 103L Paleontology Laboratory

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

   1. Identify and classify the major groups of fossils and estimate their stratigraphic range, as related to the Geologic Time Scale.
   2. Identify common types of sedimentary rocks.

3. Specific Course SLO(s) assessed as part of this project:  
SLO1

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.)  
   Two strategies were employed in order to assess SLO1:

   (1) 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 2015 semester to all students in class. 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.

   (2) A hands-on practical exam on the identification of different fossil groups and relating them to the Geologic Time Scale was given to every student during the last week of class. It consisted of 35 specimens to identify and questions totaling 100 points.

6. Results and analysis of the data. (Attach any related documents at end of form.)  
(1) The average score of the 16 students that took the initial quiz (and completed the course out of the original 19) was 4.9 out of 10 possible points. The average score of those
students that took the final quiz was 7.3 out of 10 points. Out of 16 students participating, 10 have improved their scores significantly (by more than 2 points), 4 improved their scores slightly, and 1 – did not improve, and 1 declined in performance. The overall results indicate a 49% improvement by students who took the course in reaching SLO1, representing a significant shift.

(2) I have used the following criteria for assessing the students’ performance at the fossil identification practical exam: 85 – 100 significant success in reaching SLO1; 75 - 85 success in reaching SLO1; 65-75 – satisfactory/marginal performance in reaching SLO1; and 0-65 failure to reach SLO1. The average score of the 16 students who took the practical was 83.5/100, a high percentage, well within the margin for success in reaching SLO1. Significant success was achieved by 5 students (31% of the class), success – by 9 students (56% of the class), and satisfactory/marginal success by 2 students (12.5% of the class). No students failed to reach SLO1. Given the difficulty of the test and nearly complete unfamiliarity of most students with fossil identification, I believe this was a highly successful class performance in meeting SLO1.

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

Given encouraging results of this assessment, I plan to continue with current pedagogy. I also plan to consult with faculty at SJSU who teach comparable courses, look at their syllabi in order to get new ideas for improving this course. In order to further improve the knowledge of the Geologic Time Scale, I plan to give more up-to-date, easy-to-learn handouts on geologic timescale and reinforce the familiarity with it among students throughout the semester. I also plan to improve their understanding of the course material by assessing SLO2 in the future.

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