General Education Annual Course Assessment Form

Course Number/Title: EnvS 001, Introduction to Environmental Studies
GE Area: D3

Results reported for 2015-2016
# of sections: 5
# of instructors: 3

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Department Chair: Lynne Trulio
College: Social Sciences

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 to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?
SLO 3: Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational and global identities and the similarities, differences, linkages, and interactions between them.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
Students gained proficiency with this GELO using a Canvas discussion board to facilitate asynchronous communication between students during out-of-class-time. This afforded a space for the students to discuss issues pertinent to ENVS 1, while situating discussion in the context of their everyday lives. This approach was particularly salient to GELO 3 objectives, wherein students were challenged to think critically about pertinent topics. Students were required to do group research projects which provided a mode for unpacking the issue using empirical data. Midterm and final examinations were administered to evaluate student knowledge and understanding of course content. Of the 80 students assessed, 88% received an A or a B, which demonstrates excellent proficiency for this GELO.

(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.)
Students did very well with respect to this GELO, indicating the current pedagogical approaches are working well. But, those that struggled tended to skip Canvas discussion board activities, which were highly relevant to exam questions. Therefore, poor performance on in- and out-of-class activities provided strong indication of exam performance. Consistent attendance, note taking, participation in discussion boards, participation in group research, and taking both exams proved to put most students in As and Bs categories.

Due to the relatively large section sizes, class-polling software could be considered to facilitate universal class participation. Also, while the current course included several group activities, it will behoove future iterations to introduce small group exercises—e.g., small group critical discussion of an environmental issue leading to class-level discussion—on a bi-weekly basis, if possible.
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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, they are. The course GE coordinator meets with all instructors each year to ensure all sections align with GELOs, course content and assessment requirements.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

This course does not fulfill one of these GE areas.