General Education Annual Course Assessment Form

Course Number/Title ___EnvS 001__________ GE Area ________D3____________________

Results reported for AY ___2016-2017_______  # of sections ___3___  # of instructors __3___

Course Coordinator: __Lynne Trulio_________ E-mail: _____lynne.trulio@sjsu.edu_________

Department Chair: ___Lynne Trulio__________ College: __Social Sciences_________________

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.

**Part 1** To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?
GELO 4: Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Seventy-three students were evaluated for GELO 4. They were assessed using position papers in which students synthesized information and insights gained from readings, videos, lecture, and discussions on social science aspects of environmental issues. Students selected 3 topic for papers over the course of the semester, such as Environmental Justice/Racism. Students provided an analysis of what can be done, locally and globally, to promote environmental sustainability using social science and natural science information from fields including environmental science, justice, policy, sustainability, and political ecology.

Of the 73 students evaluated, 50% (36 students) received As, 23% (17 students) received Bs, and 16% and 11% received Cs and D/Fs, respectively. This is an average across three position paper assignments.

(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.)

Initially, students struggled with the concept of writing a paper in which they were asked to take a position, and provide evidence from a variety of sources to support the position. They were unclear on the difference between an opinion and a position. They also struggled with properly citing sources. After posting examples of some good papers (student writers were anonymous), students seemed to improve. In the future, instructors will discuss in class how position papers differ from stating an opinion and will provide a template to help them organize the paper.

**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, all sections are aligned with all GELOs for D3. The course coordinator meets with all lecturers at least once a semester to discuss course objectives, including GELOs, assignments and connections between the course and other EnvS curriculum.

(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, 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 and, for the writing intensive courses), documentation that the students are meeting the GE GELOs for writing.

This is a D3 course, and is not one of the categories requiring justification of enrollments.