General Education Annual Course Assessment Form

Course Number/Title: COMM/ENVS/GEOL/HUM/METR 168A/168B: Global Climate Change I&II

GE Areas: R, S, and V

Results reported for AY: 2015/2016  # of sections One each semester  # of instructors: Three

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Department Chair: Deanna Fassett  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, 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 SLO(s) were assessed for the course during the AY?

Area R: SLO 3: Apply a scientific approach to answer questions about the earth and environment

Area S: SLO 3: Describe Describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

Area V: SLO 2: Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

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

To address SLO 3, in the spring semester students are introduced to the concepts of climate justice and environmental racism. This occurs through assigned readings as well as online and in-class discussions. The students have to demonstrate their comprehension of these issues in a two-day UN simulation activity followed by an online reflection. This simulation allows students to experience issues of resource inequity and differences in institutional capacity through role play. It discusses issues of inequality on the local as well as the global level. The reflection activity shows how students now want be part of the solution. They also incorporate these ideas into their Community Action Projects.

AREA R - SLO 3:

Midterm & Final Exams: Students take five (5) exams in this course. Exams are a combination of multiple choice and short answer. Area R3 is addressed by multiple choice and short answer question from two sections of the exams in the Fall semester (3 exams, six sections total), and one section of the exams in the Spring semester (2 exams, 2 sections total)

Assessment Activities & Outcome:
**Fall**

107/108 students met the minimum standard of 73%. 7 students scored in the C and B range and 100 students scored B+ or above.

**Spring**

100/103 students met the minimum standard of 73%. 4 students scored in the C and B range and 96 students scored B+ or above.

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**AREA S – SLO3**

*In-class activities:* Students read a variety of articles and watch several examples of how nations respond to climate change and influence international action. Concepts discussed include the relative imbalance of power at international negotiations between developing and developed nations, the disparity in available resources, and the influence of institutional capacity on climate change negotiations. In addition, during the 2 lecture long UN Climate Summit Simulation, (an in-class exercise where in the first session students are grouped to represent different countries, and different socio-economic groups within those countries, and in the second we simulate the UNFCCC process to illustrate the challenges of arriving at a consensus regarding climate change solutions when the backgrounds are so varied, and the resources are so unequally distributed).

*Assessment Activities & Outcome:*

**Fall**

91/101 students met the minimum standard of 73%. 7 students scored in the C and B range and 100 students scored B+ or above.

**Spring**

93/103 students met the minimum standard of 73%. 33 students scored in the C and B range and 60 students scored B+ or above.

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**AREA V – SLO2**

*In-class activities:* Extensively covered international climate policies and scientific ideas whose origins begin outside of the United States. Specifically, we spent a total of six lectures discussing United Nations Framework Convention on Climate Change, and the Intergovernmental Panel on Climate Change, and their respective roles in international climate policy and climate science. More specifically, in no less than five lectures, we discussed Representative Concentration Pathways (RCPs), the modeling convention used in the IPCC’s 5th Assessment, and the basis for projecting global future climate impacts, including in Florida and California. Furthermore, the IPCC-UNFCCC model of science to policy was taken up by the State of California, and we spent an entire lecture on the California climate assessments and state climate policy.

*Assessment Activities & Outcome:*

**Fall**

89/101 students met the minimum standard of 73%. 5 students scored in the C and B range and 84 students scored B+ or above.

**Spring**

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85/103 students met the minimum standard of 73%. 30 students scored in the C and B range and 55 students scored B+ or above.

(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.)

Applied activities like simulations seemed to have helped students to grasp these concepts with more ease. Develop and include more of these types of activities.

Development of additional assignments and exercises related to using individual project notebook for CAP. These will be focused on application of observation skills, documenting project development and design, and quantification of CAP impacts.

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 (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, the course coordinator and instructors are doing a good job keeping the goals, SLOs, content, support, and assessment consistent across sections. Regular communication between the coordinator and instructors and between the instructors maintains continuity within and across sections.

(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 SLOs for writing.

168A/B typically enrolls 100 or so students each year. The three instructors who team-teach the course divide the papers among themselves, resulting in a manageable enough number each so that students receive thorough instructor evaluation and feedback on their written work. Additionally, students are required to do a “substantial revision” (as stated on the syllabus) on each of the papers in the course, and they also receive peer-editing suggestions from their classmates on these assignments. Finally, instructors have developed a fairly robust bank of writing comments over the past few years that they cut and paste into student papers.