General Education Annual Course Assessment Form

Course Number/Title: EnvS 119  
GE Area: SJSU Studies R

Results reported for AY 2017-2018  
# of sections: 7  
# of instructors: 2

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Department Chair: Lynne Trulio  
College: Social Sciences

Instructions: 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.

Part 1  To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?
   GELO 3: Students will be able to apply a scientific approach to answer questions about the earth and environment.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
   Instructors assessed 181 students using assignments that required calculations related to resource use and energy production, and application of the results to sustainable energy goals. Of these students approximately 70% received an A or B, 25% earned a C, and 5% received a D or F.
   Overall, as demonstrated by the grades, students performed well on this assignment. However, some students still struggle with dimensional analysis and unit conversion. One instructor found that extra office hours often help, but he will dedicate more group classroom/time to these topics and examples. The other instructor dedicated more time in class to math workshops focused on answering the problems from various assignments. He felt this change resulted in higher grades on the math assignments and that students performed better overall in the midterms and final exams.
   With respect to the goal to "Incorporate issues of diversity", the instructors incorporate issues of diversity through readings and lecture context. Student must consider how issues such as the Dakota Access Pipeline, Port Arthur refineries, and Oakland port emissions are linked to environmental justice and that issues arising from boom and bust energy economies attributed impact communities in different ways.

(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.)
   We found this assignment to be a good tool to assess this GELO and most students demonstrated proficiency. One instructor will revisit readings for the class and coordinate with the other instructor who will be using a new book on the history of energy. He also plans to improve the assessment process by evaluating all the assessment tools prior to updating assignments to ensure they are best capturing results. One instructor recommends a cap of 25 students per class to better meet the students' needs. However, Student-Faculty Ratio requirements imposed by the University will not permit this change, at least in the near future.

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 area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment.
(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.

We cap our Area R classes at 40, the student enrollment limit set by the 2014 GE Guidelines.