General Education Annual Course Assessment Form

Course Number/Title: EnvS 152  GE Area: SJSU Studies R
Results reported for AY 2017-2018  # of sections: 3  # of instructors: 1
Course Coordinator: Lynne Trulio  E-mail: lynne.trulio@sjsu.edu
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?
    We assessed 110 students using a Life-Cycle Assessment assignment that required students to quantify the environmental impacts of various products during the items' specific life stages (resource extraction, production, use, end-of-life) and evaluate ways to reduce those impacts. Of these students approximately 67% received an A or B, 4% earned a C, and 29% received a D or F.
    Overall, as demonstrated by the grades, students performed well on this assignment. However, some students struggle with meeting deadlines. The instructor has implemented a number of course features to remind students of deadlines and encourage them not to procrastinate. One measure that helps students is to have an "amnesty day" for one paper.
    With respect to the goal to "Incorporate issues of diversity", this course has a major emphasis on global poverty, especially the effects of the inequitable distribution of negative environmental impacts and stratification of wealth on people of different cultures and economic power.

(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. No changes are needed at this time.

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.