General Education Annual Course Assessment Form

Course Number/Title: HS 172 Contemporary Environmental Health Issues  
GE Area: R

Results reported for AY ___2017-2018____  # of sections ___FA17:1 ; SP18:3___  # of instructors _____2____

Course Coordinator: Anji Buckner (Assessment coordinator)  
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Department Chair: ___Yoshitaka Iwasaki______  College: of Health and Human Sciences (CHaHS)

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?
   GE SLO 3: Students will be able to apply a scientific approach to answer questions about the earth and environment.

   GE Learning Outcome 2: Students will be able to distinguish science from pseudo-science.

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

   Faculty continued to revise the “Critiquing Scientific Literature” writing assignment as part of the GE learning outcome 3 assessment from the previous calendar year. The article that was selected during the 16/17 AY was used during the 17/18 AY, but faculty developed an introduced a worksheet that students could use to practice their critique in class. The students followed the in class activity with at home draft and then an additional in class activity was used to provide feedback on their work. The result was a significantly stronger final submission that suggested to the faculty that the additional scaffolding of learning was extremely beneficial to students. The worksheet and additional class time will continue to be part of the course and faculty.

   To assess GE learning outcome 2 during the 17/18 academic year, the faculty used the “Disproportionate Burden of Hazards” term paper. To support this assignment, students participated in a library day and as part of the assignment they are required to include at least three peer reviewed articles in their analysis. The majority of students met the expectations of scoring 80% or higher, however, the instructor recognized a need to further support student abilities in distinguishing science from pseudo-science.

(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.)
In an effort to improve the quality of sources that are being used to support claims and to further support the assessment of the ability to distinguish science from pseudo-science, first, the instructor has developed a worksheet that students will complete following the library day; and second, the instructor will amend the rubric to clearly state that pseudo-science and non-credible sources are not to be used as data sources for this writing assignment. These changes will be implemented in Fall 2018.

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?

All sections are aligned with the course goals and GE learning outcomes in content, support, and assessment. There are no necessary changes at this time.

(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 is currently capped at 30 students which allows instructors to adequately provide timely individual feedback on academic progress in writing and presentation skills. There are no recommended changes at this time.