General Education Annual Course Assessment Form

Course Number/Title: EnvS 150, Environmental Thought
GE Area: Area S

Results reported for 2015-2016 # of sections: 2 # of instructors: 1

Course Coordinator: Lynne Trulio E-mail: Lynne.Trulio@sjsu.edu
Department Chair: Lynne Trulio 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 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?

GELO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

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

The tools used to assess the GELO2 included four Reaction and Response assignment for topics listed below. By having four papers, students could gain proficiency with respect to this GELO. The general assignment description required students "to post a 500-600 word ‘Reaction’ to the day’s required readings and module to... Canvas. The Reaction should address the discussion questions posted by the instructor for that day. In addition, each student must post a minimum of two 100-word ‘Responses’ to other students’ posted Reactions. For full credit Responses will encourage dialog by challenging assumptions and asking questions.” The four paper topics were as follows:

I. Traditional Ecological Knowledge (including readings from Black Elk and Chief Seattle);
II. Women in the Environmental Movement (including readings from Rachel Carson);
III. Environmental Justice (including readings from Cesar Chavez and Evo Morales)
IV. Ecofeminism (including readings from Judi Bari and Vandana Shiva)

Of the 50 students assessed, on average, 62% received an A or a B on the four assignments in Fall 2015 (the first semester this course was taught), while 93% received an A or a B in Spring 2016, a significant increase in student performance.

(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.)

Students who engaged (doing the readings and submitting assignments on time) did very well in the class. Those that missed assignments, turned in partial assignments, or turned in assignments late did not do well. By Spring 2016, students did very well with respect to this GELO, indicating the current
pedagogical approaches are working well. Stressing the importance of the Reaction/Response assignments, and all active participation portions of the course helped to increase scores on theses assignments, as shown by the difference between Fall 2015 and Spring 2016 proficiency percentages.

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, they are. The course GE coordinator meets with all instructors each year to ensure all sections align with GELOs, course content and assessment requirements.

(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.

None of the sections of this course exceeded the 40 student maximum.