General Education Annual Course Assessment Form

Course Number/Title: EnvS 150  
GE Area: SJSU Studies S

Results reported for AY 2017-2018  
# of sections: 7  
# of instructors: 4

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 4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

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

We assessed 124 students using weekly readings and follow-up discussions/in-class assignments relating to significant environmental issues in the United States, especially biocentrism, environmental justice, eco-feminism, deep ecology, Native American values, deep ecology, and environmental activism. Of these students approximately 77% received an A or B, 13% earned a C, and 10% received a D or F.

Overall, as demonstrated by the grades, students performed well on this assignment. Students who did the readings and submitted their assignments on time do very well in the class. When students missed assignments they received a zero.

(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 gave the students the option to make-up a missed assignment for a partial grade helped reduce the number of “Fs” to some degree. He found the average number of “Fs” degreased slightly (7%-5.5%) as a result, but there did not appear to be a noticeable difference otherwise.

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.