Part 1 To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?
GELO 3: organize and develop essays and documents for both professional and general audiences

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
Sixty four students evaluated for GELO 3. They were assessed using a series of assignments, but the final research paper was the true evaluation of GELO 3. Of the 64 students evaluated, 56% (36 students) received As, 36% (23 students) received B’s, and 8% (3 students) received Cs. It is important to note that, because a C is required to pass, a significant number of students drop the course or stop attending when they perceive they will not earn a C.

(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 do well in identifying their area of interest, but struggle to draft a quantitative research question. The inclusion of a second draft of the research question and an in-class workshop have really helped students to identify ways in which existing information can be used to ask quantitative research questions. Students excel in terms of using library resources, but struggle to streamline their searches to find relevant information. Having students work with Peggy Cabrera, the EnvS library liaison, has really helped, as has staging the annotated bibliography over five weeks.
Students have asked to start the outlining process earlier in the semester to better guide their research. This is difficult as the beginning of the semester is already filled with assignments. The instructor is considering adding an assignment that requires students to develop a very rudimentary outline in which they order their main ideas and evaluate them for coherence.

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 all GELOs for Z. The course coordinator reviews the lecturer's materials least once a semester to ensure course objectives, including GELOs, assignments and connections to other EnvS curriculum meet SJSU and Department 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, 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 and, for the writing intensive courses), documentation that the students are meeting the GE GELOs for writing.
Enrollments did not exceed the stated course enrollment limit for SJSU Studies Area Z.