Part 1 To be completed by the course coordinator:

1. What GELO(s) were assessed for the course during the AY?
   GELO 4: Students should be able to organize and develop essays and documents according to appropriate editorial and citation standards.

2. What were the results of the assessment of this course? What were the lessons learned from the assessment?
   We assessed 44 students using a series of assignments designed to result in a research paper. In particular, students completed 3 iterations of their outline (which were reviewed by the instructor) and three reviewed iterations of their paper. In addition to multiple rounds of review for the outline and paper, students were given grammar presentations and workshops in outlines and formatting. Of these students 79% (35/44) received an A or B on the second and third drafts of the research paper (calculated together), 12% earned a C, and 9% received a D or F.
   Overall, as demonstrated by the grades, students performed very well on this assignment. However, students that typically procrastinate in writing papers find that they do not leave enough time to format their paper. Also, many students do not read the book or think that they need to consult the book, even when specifically instructed to use them.
   With respect to the goal to "Incorporate issues of diversity", students in EnvS 100W were able to choose their own topic for research and writing and were encouraged to include topics related to diversity, for example environmental justice issues, women’s issues, and issues related to their country of origin.

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. In Spring 2018, the instructor instituted a formatting workshop that helped the students by providing a work place and time with instruction and examples from their own papers. In addition, a self-identification of grammar issues using an adaptive grammar diagnostic quiz (on Writer’s Help), plus research and practice on those issues, provided a sense of specific grammar problems to learn to identify in their own writing. These interactive sessions received positive feedback from the students that attended them.
   This coming year, the instructor will work with a department committee whose focus will be on the development of department-wide student writing goals, the integration of writing skills over multiple upper-division classes, and specifically how ENVS 100W can be revamped to support these goals.

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 do not exceed the 25 student enrollment limit set by the 2014 GE Guidelines. In addition, as described above, students are receiving thorough feedback on assignments and had the ability to revise their work based on the instructor's comments.