General Education Annual Course Assessment Form

Course Number/Title: **EnvS 119: Energy and the Environment**  GE Area: **R**

Results reported for **AY 2012-2013**  
# of sections: **3**  # of instructors: **1**

Course Coordinator: **Lynne Trulio**  
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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**, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

**Part 1**
To be completed by the course coordinator:

1. **What SLO(s) were assessed for the course during the AY?**
   - SLO 2: Students will be able to distinguish science from pseudo science.
   - Other: 3,000 words of writing in a style appropriate to analysis of scientific and social science topics

2. **What were the results of the assessment of this course? What were the lessons learned from the assessment?**
   SLO 2 was evaluated with assignments on the use of scientific approaches to assessing humanity's carbon footprint, a policy memo and the final essay. Of 89 students taking the course in 3 sections in AY 2012-2013, an average of 71% received an 'A' on the assignments and 15% a 'B', which was 86% of the students. Another 7% received a 'C'. These results show the great majority of students are performing adequately or very well on this assignment. Overall, students did quite well on the theme of differentiating science from pseudo-science. Students spend time reconstructing environmental metrics, so they could appreciate how facts are put together. They also spend a great deal of time looking at claims and counter-claims by industry and environmental groups, and students tended to draw out the science-based arguments, and critique claims not based in science. They struggled most with clearly conveying their ideas in writing.
   - The writing objective of 3000 words in an appropriate style was achieved with these writing assignments. Students struggled with meeting some of the basic requirements (required length, required number of research articles) for the final report and they made numerous grammatical, verb agreement, and punctuation errors.

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.)**
   While students are doing quite well with respect to this SLO, they struggle with writing clearly and logically. The instructor plans to integrate more focused short writing assignments to aid the longer projects. This will provide the students increased exposure to essay structure and organization. The instructor has also provided a clear grading rubric to the final report so that students have a concise summary of expectations and a "common writing mistakes" document that student can use to help aid their writing/proofreading.

**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 (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?**
   All sections of EnvS 119 are aligned with the Area R SLOs, Area R objectives and course assessment procedures. Only one instructor taught the course this year and he coordinated on lectures, assignments and assessments with the Department chair to ensure the course mets the SLOs and that assessment tools effectively measured student progress toward SLOs.