General Education Annual Course Assessment Form

Course Number/Title __EnvS 150_____________  GE Area __Area S__

Results reported for AY __Fall 2018-Spring 2019_  # of sections____5____  # of instructors___2__

Course Coordinator: __Lynne Trulio___________  E-mail: __lynne.trulio@sjsu.edu_______

Department Chair: ___Lynne Trulio____________  College: __Social Sciences____________

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

GELO 1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

One instructor used weekly readings and documentaries with follow-up discussions, in-class writing reflections, and student presentations asked students to explore the objectives of GELO 1. Readings encompassed such topics as racism and environmental injustice experienced during the Standing Rock protests. We also explored feminism and the radical environmental movement, ideas of Ecowomanism in the Black community, and Native American beliefs as foundation for environmental consciousness and how all are deeply tied to and shaped by both group and individual identity.

The other instructor assessed this GELO with an Environmental Philosophy writing assignment for which each student wrote a 1000-1500 word personal essay and three Reaction and Response assignments for these topics:
• Traditional Ecological Knowledge (including readings from Black Elk, Chief Seattle).
• Environmental Justice (including readings from Cesar Chavez, Dolores Huerta, Mustafa Ali).
• Ecofeminism (including readings from Judi Bari and Vandana Shiva).

For Reaction and Response papers, “Students are required to post a 500-600 word ‘Reaction’ to the day’s required readings and module content to the ‘Discussions’ section in 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.”

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

Students did well with respect to this GELO as 80-87% received an A or B on the assessment tools used.

One instructor found that, since the experience of Native Americans and women (especially women of color) is not what students expect when taking a class on Environmental Thought and Philosophy, it took a few weeks for them to settle in to the topics. Unfamiliarity with some of the subject matter was more a problem than the assignments. By about a third of the way through the semester class discussions and written work improved significantly, and attitudes changed.

The other instructor found that grades for assignments can be bimodal. That is, students who do the readings and submit their assignments on time do very well in the class. When students miss assignments the receive a zero, which can result in fairly high percentage of “F”s
(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.)

One instructor plans to adjust assignment grading to reflect greater penalties for students who demonstrate a lower facility for analysis and less engagement in discussions, to better assess students' leaning of principles associated with GELOs.

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 of the course are still aligned with the GELOs.

(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.

Sections of this course are taught with a 40 student enrollment limit.