**COURSE ASSESSMENT IN A BOX**

**REPORTING FORM FOR COURSE SLO ASSESSMENT PROJECTS**
*Please submit this document to your Dean when completed.*
Revised August 2013

Assessment Date: ______Spring 2013__________

Faculty Name(s): ______Jeff Watanabe_________________________

1. **Course Name and Number:**

   ENVS 108

2. **All Course SLOs from the Course Outline of Record:**

   1. Recognize the major components of the earth's systems and how they function
   2. Assess and apply ecological concepts to understand society's impact on the world's natural resources
   3. Critically examine all sides of environmental issues and apply understanding of ecological principles to create informed opinions about how to live
   4. Recognize the important effects of political, economic, social, and educational forces on environmental protection
   5. Identify sustainable solutions to global environmental issues

3. **Specific Course SLO(s) assessed as part of this project:**

   SLO #2 & #5

4. **Assessment strategy or tool used in the assessment.** (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.):

   Students measured their ecological footprint at the beginning of the semester using an online tool. They then made lifestyle goals to reduce their environmental impacts. At the end of the semester the footprint was measured again using the same tool and their scores were compared. Students assessed their own progress/change and determined which part of the footprints were most improved or needed more work.

   **NOTE:** This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.
5. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above):

The footprint tool measures the impact students have on the environment in acres of land necessary to support their lifestyles, as well as in # of planets required if everyone on the planet lived like the student. This measurement allows students to compare their environmental impact with one another, as well as see how they measure up to people in other countries. SLO #2 requires students to assess ecological impact and SLO #5 states students seek solutions. This assessment tool/assignment covers both of these measures both SLOs.

6. Results and analysis of the data. (Explain below and if applicably copy/paste any related documents, i.e. spreadsheets with data at the end of this document):

The impact of each student was measured in # of planets required if all people on earth lived like the student. This # was then compared from beginning to end of the semester to see if stated sustainability goals made a difference in their footprint size.

7. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

Results were shared at the SLOAC meeting and were well received. This measurement is both qualitative, quantitative, and action oriented.

8. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

I plan on continuing this assessment method as well as having students give a greater in-depth analysis of their impacts to see if this helps improve their footprints.

9. Results of implemented changes, if available at this time:

92% (37/40) students improved their footprints over the semester. # of planets per student went from an avg. of 4.7 at the beginning to 4.0 at the end of the semester (an improvement of 14%). All students were able to analyze their footprint and find more specific and greater ways to improve their impact on the planet.

Please save your finished document in the following format:

yyyysemester-sloa-courseid.doc
example: 2012fall-sloa-engl101c.doc