Assessment Data is from what semester? Spring 2014
Faculty Name(s): Narinder Bansal

1. Course Name and Number:
ENVS 109: Sustainable Urban Design and The Environment

2. List all Course SLOs from the Course Outline of Record:
   1. Discuss and describe geographic patterns at various spatial scales, the processes and patterns of the "built environment", and how human actions impact and interact with natural systems.
   2. Interpret and describe the economic and social implications of urban space, the contributions made by members of society/urban social groups to these spaces - including the socially marginalized and disenfranchised.
   3. Analyze and criticize the use of public, ethical, and legal, arguments proffered by various stakeholders in the developed and developing world around the idea of sustainable urban areas.
   4. Consider and distinguish the cultural, economic, political, and social relationships among urban and rural spaces, and their impacts and imprints on those landscapes - locally, national, and globally

3. Specific Course SLO(s) assessed as part of this project:
SLO#3 and SLO#4

4. Is this course on GE Plan A?  x Yes  No  (See Catalog pages 49-51 & page 55)
If Yes, identify what area. (All GE course assessments count as GE assessments.)
   x Area II Social and Behavioral Sciences
   ____ Area I Natural Sciences
   ____ Area III Fine Arts/Humanities
   ____ Area IV Language and Rationality
   ____ Area V Physical Education/Wellness
   ____ Area VI Intercultural/International Studies
   ____ Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)
This was an online course. The SLO was assessed via discussion board postings.

6. Results and analysis of the data. (Attach any related documents at end of form.)

As a result of discussion boards, the students were able to achieve these two SLOs. Students presented their findings and responded to fellow students postings.

7. What are you going to do based on the results of the data? (Any planned revisions?)

As a result of the assessment, no revisions will be made.
### SLO#3 Analyze and criticize the use of public, ethical, and legal arguments proffered by various stakeholders in the developed and developing world around the idea of sustainable urban areas.

<table>
<thead>
<tr>
<th>SLO#</th>
<th>exam</th>
<th>discussion boards</th>
<th>journal</th>
<th>oral presentation</th>
<th>field trip</th>
<th>other (describe below):</th>
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16 students/Week of May 5th – 8th. Students were given a scenario that required them to access and demonstrate an understanding of NGO’s – World Bank/WTO, the USA and European Union, and the role of each stakeholder in promoting sustainable development/areas. 16 students were able to engage in an online discussion to agree and critique opinions presented by their fellow classmates.

SLO# ______ exam
____ discussion boards
____ journal
____ oral presentation
____ field trip
____ other (describe below):

Concluding remarks/notes: Discussion board topic - Compare the roles of the United States, the European Union, the World Bank, and the World Trade Organization, and non governmental organizations. If you could gain the support
of just one of these institutions for a policy you favored, which would you choose? Why?

Semester/Year: Spring/2014       Criteria for assessing course
SLOs

Student Learning Outcome: Identify SLO being evaluated. Assessment Method: Sample of students assessed/timetable for the collection of date: Describe the results of the assessment.

SLO#

_____ exam
_____ discussion boards
_____ journal
_____ oral presentation
_____ field trip
_____ other (describe below):

SLO#

_____ exam
_____ discussion boards
_____ journal
_____ oral presentation
_____ field trip
_____ other (describe below):

SLO# 

_____ exam
_____ discussion boards
_____ journal
_____ oral presentation
_____ field trip
_____ other (describe below):

SLO# 4 Consider and distinguish the cultural, economic, political, and social relationships among urban and rural spaces, and their impacts and imprints on those landscapes - locally, national, and globally.

_____ exam
___ X discussion boards
_____ journal
_____ oral presentation
_____ field trip
_____ other (describe below):

17 students/Week of April 21st – 24th. Students were given a scenario that required them to compare and contrast the eco/political/social relationships of Easter Island to modern society – locally/nationally/and globally. 17 students were able to engage in an online discussion to agree and critique opinions presented by their fellow classmates.

Concluding remarks/notes: Discussion board topic - Easter Island. Why do you think the Easter Islanders did not or could not stop themselves from stripping their island of its trees? What similarities do you perceive between Easter Island and the modern history of our society? What differences do you see between their
predicament and ours? This scenario can be used as an example of many countries.