
<table>
<thead>
<tr>
<th>Program Name(s)</th>
<th>FACT Faculty Fellow</th>
<th>Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVT BA</td>
<td>Michael Lee</td>
<td>David Larson</td>
</tr>
</tbody>
</table>

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

A. Program Student Learning Outcomes

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>demonstrate the knowledge, skills and sensitivities needed to perform effectively as an environmental professional individuals and in a team setting;</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 2</td>
<td>demonstrate a basic understanding of politics, law, economics, ethics, biology, chemistry, geography and geology as they apply to the environmental studies field;</td>
</tr>
<tr>
<td>SLO 3</td>
<td>communicate clearly and persuasively concerning a range of environmental issues both orally and in writing and to critically analyze environmental impact reports, statements and assessments;</td>
</tr>
<tr>
<td>SLO 4</td>
<td>apply scientific reasoning and quantitative and statistical methods applicable in the environmental field;</td>
</tr>
<tr>
<td>SLO 5</td>
<td>understand the practical/field dimensions of a range of Bay Area environmental issues and their linkages to regional, national and global processes critical to sustainable development;</td>
</tr>
</tbody>
</table>

B. Program Student Learning Outcome(s) Assessed

| SLO 5 | understand the practical/field dimensions of a range of Bay Area environmental issues and their linkages to regional, national and global processes critical to sustainable development; |

C. Summary of Assessment Process
A modified assessment plan for the Environmental Studies BA was submitted to CLASS this year to reflect the fact that the program Director, Prof. Karina Garbesi, was not in a position to integrate an SLO assessment into her ENVT 4800 Senior Seminar class having just returned from four years leave of absence to resume teaching the capstone class. Faculty, based on the recommendation of the FACT member, substituted SLO5: “understand the practical/field dimensions of a range of Bay Area environmental issues and their linkages to regional, national and global processes critical to sustainable development” as the target SLO for 2014-15 and identified the required core course ENVT 4300 Environmental Field Studies (the syllabus is provided in Appendix 1) as the logical vehicle. ENVT 4300 requires a significant reflective report from each student, who are exclusively majors about to graduate, detailing their experiences and observations on a series of weekly all-day field trips across the Bay Area and relating them to their broader understanding of regional, national and global problems.

Year 3: 2014-2015
1. Which SLO(s) to assess = SLO5
2. Assessment indicators = We will use “direct” indicator (oral presentation, paper, and observations) for this SLO assessment.
3. Sample (courses/# of students) = ENVT 4300: Environmental Field Studies (20 enrolled)
4. Time (which quarter(s)) = Spring, 2015
5. Responsible person(s) = Prof. David Larson
6. Ways of reporting (how, to who) = Observation, paper, to the instructor
7. Ways of closing the loop = Results are checked against the goals laid out in the syllabus using rubric.

In consultation with the instructor, Prof. David Larson, the FACT member developed a rubric (Appendix 2) through which Prof. Larson and two other AGES faculty (Lee and Woo) could review the submitted reports and, with a norming exercise led by Prof. Larson (to provide a description of each of the field trips and thus provide context for the report), assess each of them as to the degree to which the student achieved “mastery”, “proficiency” or “not attained” status with respect to SLO5.

D. Summary of Assessment Results

This assessment process is designed to not only determine the degree to which the students appear to have met the SLO using the normative statements contained in the rubric, but also the efficacy in applying the rubric since this is the first time this SLO has been assessed. The
AGES reviewers will report, therefore, both on the student performance and on the assessment process in a revised version of this report to CLASS. They will also make suggestions on any course modifications that seem necessary should the assessment yield an outcome that does not meet program expectations. Note that because of the submission date for this field course report, June 11th, it will not be possible to complete this SLO assessment until the summer quarter of 2015. Profs. Larson, Lee and Woo will each be working over the summer on the Q2S conversion process and will set aside a day in this schedule to meet and review each of the reports. A revised, final assessment report will thus be submitted to CLASS by the AGES CLASS FACT member before the end of the summer quarter 2015.

E. Suggestions and Recommendations for the CLASS FACT Project in the Future

In discussions with Prof. Larson and in the context of the other assessment work being performed this year, the issue of course grades and SLO satisfaction congruence was raised and how using a rubric to guide students on their coursework would affect course grade outcomes. This is an ongoing discussion that will be resolved in next year’s assessment program.
APPENDIX 1

California State University, East Bay
AGES: Anthropology, Geography & Environmental Studies

Dr. David Larson
Professor and Department Chair
NCAA Faculty Athletics Representative
Tel: (510) 885-3192 or 3193; Fax: 885-2353
e: david.larson@csueastbay.edu

Spring Quarter 2014 Office Hours:
Wed 1:00-2:00pm, 3:30-5:30pm; Thurs 2:00-3:00 in RO 222

Other times by appointment; and whenever office door is open

Environmental Studies 4300: Environmental Field Course  Version 24.0
(Fridays: 8:30 a.m. in RO 113; remainder of day off campus)

This field course consists of a series of weekly site visits where we explore contemporary issues, problems and emerging areas of interest central to the disciplines of environmental studies and geography.

April trips will emphasize aspects of environmental management: multiple-use issues in parklands; urban stormwater quality compliance; urban watershed management; and botanical habitat enhancement. May trips will feature soil bioengineering techniques in riparian restoration; energy efficiency and environmental protection enforcement; 21st-century rapid transit imperatives; T.O.D. residential projects; and open-space jurisdictional issues on an iconic Bay Area mountain. Our final trip, in early June, will take us on six or more public transportation systems to examine their efficacy and dysfunction.

As this course consists solely of once-a-week all-day field trips, absences – particularly without forewarning and legitimate justification – will be dealt with unsympathetically. There are no “make-ups” for missed trips; we travel, we see, we work, and we learn as an intact class.

Liability imperatives require that we depart from and return to the university in one vehicle. If you travel to campus in a car pool or via public transportation, however, you may request to be dropped off near a BART station or bus stop on our return route. This course begins at 8:30 a.m. sharp in RO 113. The starting time is not a first approximation; it is the starting time.

LEARNING OUTCOMES:
Two of the five program learning outcomes (PLOs) for Environmental Studies apply to ENVT 4300:
- demonstrate the knowledge, skills and sensitivities needed to perform effectively as an environmental professional individually and in a team setting
- understand the practical/field dimensions of a range of Bay Area environmental issues and their linkages to regional, national and global processes critical to sustainable development
Within the broader learning contours of the ENVT major, specific student learning outcomes (SLOs) for this environmental field course are that, upon its completion, you will be able to:

- demonstrate your knowledge of significant environmental and resource management issues in protected open spaces and watersheds throughout the greater Bay Area
- identify best practices in urban stormwater runoff compliance and mitigation
- demonstrate soil bioengineering techniques common in riparian habitat restoration
- demonstrate your understanding of the increasingly appropriate land-use planning strategy known as Transit Oriented Development (T.O.D.)
- examine critically multiple modes of public mass transit in relation to their articulation capability

**COURSE REQUIREMENTS:**

- Maintain a detailed field notebook whose contents shall be transformed into a consultant-quality report to be submitted at the conclusion of the course. Your report, comprised of text-rich field notes of problems and solutions, your observations while we are travelling, plus reflections of lessons learned and knowledge gained from each trip will be evaluated using a modified *New York Times* star-based restaurant rating scheme.
  - ( ) = Poor; (*) = Good; (**) = Very Good; (***) = Excellent; (****) = Extraordinary

  The ratings reflect a careful assessment of your report’s written content and professional “presentation,” with additional material (photos, diagrams, sketches, etc.) considered as well. Your report must include a map of the Bay Area showing locations of the sites we visited and the approximate route traveled to and from. At any point during the quarter you may submit a sample of your weekly write-ups for my critique.

  **Due: Wednesday June 11th [65% of grade]**

- An essay response to a question or problem integrating several major themes of this course to be distributed near the end of our final field trip. You will have exactly one week (168 hours) to research and write your essay (8-9 pages of typed text plus any appropriate appended material).

  **Due: 4:00 pm Friday June 13th [35% of grade]**

- Certain trips will involve physical rigor, at least as it applies to your ability to hike over varying terrain with elevation gain and to safely handle tools used in habitat and/or riparian restoration. Degrees of difficulty will vary widely from week to week. Bag lunches are encouraged. Ideally, our lunch breaks will be spent in towns; but such stops are not always guaranteed. For each trip you should pack some food and especially water. Adequate hydration is essential on every trip.

**REQUIRED REFERENCES:**

- California State Coastal Conservancy, *San Francisco Bay Shoreline Guide 2nd edition*
A standard road map of the greater Bay Area (AAA’s *San Francisco Bay Area* is ideal), which should accompany you on each trip and be submitted with your field journal.

- Supplementary materials (maps, articles) for most of our trips and sites. A modest donation of $3.00 will be requested to cover the cost of reproducing these materials. Deposits should be made to our course cash box by Week 3.

**SUPPLEMENTARY MATERIALS:**

- Comfortable shoes with textured soles for hiking and walking
- Change of clothing (*always* have a pair of long pants on hand)
- Wet weather gear (*just in case*)
- Gloves for vegetation removal and restoration work
- Water bottle and enough food to get by if we have to; energy bars and fruit recommended
- Camera or cell phone camera; binoculars (recommended)
- Sunglasses, sunscreen and hat or cap (*strongly recommended*)
- Field notebook (6”x 9” works particularly well); pen or pencil
- Bag or cloth sack for litter and debris pick-up (recommended)
- Weekly literature (maps, handouts) and background information (supplied by professor)

**TRAVEL:**

We will travel in a 22-passenger bus equipped with a microphone for communication, when necessary. Seating for each trip is open with the exception of the seat immediately behind the driver, which is reserved for hosts or visitors. (You’ll be informed when those seats are available.) You are encouraged to pair up with different seat partners on the Fridays we travel in the *Eastshore Lines* vehicle. Our final trip is a loop around San Francisco Bay via multiple modes of public mass transit. On that morning, we will convene inside the downtown Hayward (B-Street) BART station at 8:20 am. This self-funded trip could cost each participant approximately $24.00; less if you use a *Clipper Card*.

**TRIP ETIQUETTE and TIME BANK:**

At each of the field sites you will be expected to act as mature representatives of this department and our university. Disrespectful behavior will not be tolerated. Site hosts give up part, or in some cases all, of their day purely for the educational benefit of this field class – and in return get only the personal satisfaction of having shared their knowledge plus however much I’m able to compensate them as a professional courtesy. So let’s be certain to show our appreciation for their efforts by staying engaged, asking good questions, acting respectfully and responsibly, and providing a warm round of applause at the conclusion of our visits.

This course employs a “Time Bank,” which will go into effect on our first trip. Whenever we return to campus prior to 6:00 pm, a deposit is made into the Time Bank. Time “saved” from early-returning trips will be withdrawn and applied to the later returns, which may result from our having traveled to more distant field sites.
Disclaimer: While our “target” return-time will almost always be 6:00 pm or earlier, each participant must understand that we will be subject to the vagaries of 21st century Bay Area traffic and other as yet unknown forces beyond our control.

Bottom Line: When scheduling Friday evening events, be sensible about your plans; include flexibility. (Dinner reservations for 6:30 pm in San Francisco would not be advisable under any circumstances.)

ACADEMIC INTEGRITY: By enrolling in this class you agree to uphold the standards of academic integrity and honesty described in the current University Catalog at http://www.csueastbay.edu/ecat/current/i-120grading.html#section12

ACCOMODATIONS for STUDENTS with DISABILITIES: If you have a documented disability and wish to discuss academic accommodations, or if you need assistance in the event of an emergency, please inform me as soon as possible. Students with disabilities needing accommodation should speak with Accessibility Services.

EMERGENCY INFORMATION: Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, and terrorist attack) may be found at: http://www.aba.csueastbay.edu/EHS/emergency_mgmt.htm
Please make yourself familiar with these procedures and review the information on a regular basis. If misfortune should visit us while we are in the field, you will be expected to follow the instructions of your professor and his designees.
## APPENDIX 2

### SLO 5 - Understand the practical/field dimensions of a range of Bay Area environmental issues and their linkages to regional, national and global processes critical to sustainable development;

<table>
<thead>
<tr>
<th>ENVMT 4300 EXPERIENTIAL REPORT</th>
<th>Mastery of SLO (*<strong>/</strong>** Extraordinary or Excellent ) [equivalent to A,A-,B+]</th>
<th>Proficiency in SLO (*/** Good or Very Good) [equivalent to B,B-,C+,C]</th>
<th>SLO Not attained or still developing (Poor) [equivalent to C- or below]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate your knowledge of significant environmental and resource management issues in protected open spaces and watersheds throughout the greater Bay Area.</td>
<td>The report clearly highlights and adequately explains the full universe of environmental and resource management issues raised in the field trips in a manner that makes them clearly understandable to a person who was not present on the trip (the topics included in the report will be checked against a master list of issues raised at each site developed by the Instructor Prof. Larson)</td>
<td>The report highlights the full universe of environmental and resource management issues raised in the field trips but the explanation is unclear or lacking in detail in places such that someone who was not present on the trip might not clearly understand (the topics included in the report will be checked against a master list of issues raised at each site developed by the Instructor Prof. Larson)</td>
<td>The report does not highlight the full universe of environmental and resource management issues raised in the field trip and thus it is not possible for a person who was not present on the trip to gain a clear understanding of the locations visited and/or the issues presented (the topics included in the report will be checked against a master list of issues raised at each site developed by the Instructor Prof. Larson)</td>
</tr>
<tr>
<td>Identify best practices in urban stormwater runoff compliance in riparian habitat restoration</td>
<td>The specific characteristics of the urban stormwater management practices visited are clearly described, including the agencies responsible, the physical nature, location and functioning of the practices, and the objective with respect to habitat protection, restoration and enhancement (as applicable).</td>
<td>The specific characteristics of the urban stormwater management practices visited are somewhat described meaning one of the following is ill-defined or missing; agencies responsible, the physical nature, location and functioning of the practices, and the objective with respect to habitat protection, restoration and enhancement (as applicable).</td>
<td>The specific characteristics of the urban stormwater management practices visited are not clearly described; more than one of the following are ill-defined or missing; the agencies responsible, the physical nature, location and functioning of the practices, the objective of the practice with respect to habitat protection, restoration and enhancement (as applicable).</td>
</tr>
<tr>
<td>Demonstrate soil bioengineering techniques common in riparian habitat restoration</td>
<td>The specific characteristics of the creek area(s) visited are clearly described, including the individuals and entities involved, the restoration goals and challenges were clearly articulated, and the soil bioengineering techniques were clearly described and evaluated.</td>
<td>The characteristics of the creek area(s) visited are somewhat described meaning one of the following is ill-defined or missing; the individuals and entities involved, the nature of the restoration goals and challenges, a description and evaluation of the soil bioengineering techniques.</td>
<td>The characteristics of the creek area(s) visited are not clearly described; more than one of the following are ill-defined or missing; the individuals and entities involved, the restoration goals and challenges were clearly articulated, and the soil bioengineering techniques were clearly described and evaluated.</td>
</tr>
<tr>
<td>Demonstrate understanding of the increasingly appropriate land-use planning strategy known as Transit-Oriented Development</td>
<td>The specific characteristics of the TOD sites visited are clearly described, the purpose, advantages and disadvantages of TOD were clearly articulated from multiple perspectives (society, planners, residents, etc.) and the opportunities and obstacles to their widespread use in urban planning were critically evaluated.</td>
<td>The specific characteristics of the TOD sites visited are somewhat described meaning one of the following is ill-defined or missing; an articulation of the purpose, advantages and disadvantages of TOD from multiple perspectives (society, planners, residents, etc.), a critical evaluation of the opportunities and obstacles to their widespread use in urban planning.</td>
<td>The specific characteristics of the TOD sites visited are not clearly described; more than one of the following are ill-defined or missing; the purpose, advantages and disadvantages of TOD from multiple perspectives (society, planners, residents, etc.), the opportunities and obstacles to their widespread use in urban planning.</td>
</tr>
</tbody>
</table>
**SLO 5 - Understand the practical/field dimensions of a range of Bay Area environmental issues and their linkages to regional, national and global processes critical to sustainable development:**

<table>
<thead>
<tr>
<th>ENVY 4300 EXPERIENTIAL REPORT</th>
<th>Mastery of SLO (*<strong>)/</strong>** Extraordinary or Excellent) [equivalent to A,A-,B+]</th>
<th>Proficiency in SLO (*)/** Good or Very Good) [equivalent to B,B-,C+,C]</th>
<th>SLO Not attained or still developing (Poor) [equivalent to C- or below]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine critically multiple modes of public mass transit in relation to their articulation capability</td>
<td>The public mass transit systems taken are identified and explained at a high level of detail (showing evident research in addition to trip-based observations) and the efficacy and functionality carefully and systematically evaluated using both objective (factual, researched) and subjective (observational, anecdotal) criteria.</td>
<td>One of the public mass transit systems taken is not well identified and explained at a high level of detail or the efficacy and functionality is not carefully and systematically evaluated using both objective (factual, researched) and subjective (observational, anecdotal) criteria.</td>
<td>The public mass transit systems taken are not all clearly identified, minimal or no additional information was provided to show evidence of research on the systems, and/or the efficacy and functionality of the systems were not evaluated with an acceptable range of criteria.</td>
</tr>
<tr>
<td>Map the Bay Area showing locations of the sites visited and the route traveled to and from.</td>
<td>The map provided with the field report clearly identified each of the site locations correctly and accurately reflected the route taken between them.</td>
<td>One of the site locations or one of the routes had some minor inaccuracies marked on the map.</td>
<td>One or more of the site locations or one or more of the routes were incorrectly marked on the map.</td>
</tr>
<tr>
<td>Linkage to PLO 5</td>
<td>Each field trip component was clearly evaluated critically and concisely to show obvious understanding of the particular site-specific issues presented while demonstrating a clear ability to identify and explain their broader relevance to regional, national and global processes critical to sustainable development (as applicable) and citing knowledge acquired from prior courses.</td>
<td>One or more field trip components showed a deficiency in understanding or concisely communicating the particular site-specific issues presented and in identifying and explaining their broader relevance to regional, national and global processes critical to sustainable development (as applicable) or citing knowledge acquired from prior courses.</td>
<td>The reportage on the field trip components showed only a partial understanding of the particular site-specific issues represented and generally failed to make and explain connections to regional, national and global processes critical to sustainable development. Key information was either missing or inaccurate.</td>
</tr>
</tbody>
</table>

Comments - what weaknesses are suggested to the reviewer from this assessment that might be addressed with changes to the course format or content or by changes to the overall curriculum?