

Core Element 3 Assessment Report EES 2600

Date Report Submitted: May 8, 2019

Element: Core Element 3 – Global Traditions

Academic Year: 2017-2018

Course and Sections Assessed: EES 2600 - 01

Assessment Plan:

The following item was selected from the Rubric for Element 3: **Applying Knowledge to Contemporary Global Contexts**

Also, because the course is designated with the Multicultural Competency (MC) attribute, the following item was also selected from the Rubric for MC: **Curiosity**

One class meeting per week focused on Case Studies, which involved readings, class discussion, and written summaries. The writing assignments comprised 30% of the course grade. Three of these were used to assess the learning outcomes of the course:

Written assignment that addressed outcome 1. Title: *Case Study: Rare Earth Elements in BRIC Countries*

Written assignment that addressed outcome 2. Title: *Case Study: Environmental Issues in Africa*

Written assignment that addressed outcome 3. Title: *Case Study: The Automobile*

The final assessment plan that was implemented followed the approved plan.

Assessment Data Collection:

Writing assignments were collected and reviewed by David Dominic and David Schmidt to assess students' understanding of concepts pertaining to the learning outcomes with regards to the Multicultural Competence attribute for EES 2600.

Assessment Results:

Review of the writing assignments received from students indicated that students indeed gained a strong understanding of concepts pertaining to the learning outcomes for the class.

In the first case study, students addressed concepts relate to the recovery, processing, and distribution of rare earth elements (REEs) in BRIC countries. (The BRIC acronym applies to countries such as Brazil, Russia, India, and China that are at a similar stage of economic

development.) China is currently the world leader in the production of REEs. This has come at a considerable cost to the environment in China and has also impacted human health. Through their written assignments, students in EES 2600 demonstrated solid understanding of the issues related to REEs in BRIC countries, how these issues are influenced by social, political, and economic factors, and how improvements, particularly economic development and political reform, may mitigate challenges associated with REEs in the future.

In the second case study, students addressed the complex environmental issues that have existed in Africa for many decades. The students demonstrated an excellent comprehension of these interrelated issues and how they are affected by geography, climate, culture, economics, and politics. Students' writing showed good comprehension of the rich variety of culture throughout Africa, how it varies by region, and how very different African culture is from the western world. Students are acutely aware of the strong needs in Africa for economic development and the political and social reforms that will be necessary to effectively address adverse impacts to the natural environment and to human health.

In the third case study, students' writings confirmed their understanding of the environmental impacts of the automobile and the tradeoffs to human health and safety associated with increased automobile production and use. In their writings, many students focused their attention on automobile use in China, which carries with it numerous environmental, cultural, social, political, and economic ramifications. Through their writing, students demonstrated an excellent comprehension of these interrelated factors, and many went on to suggest novel reforms that might be taken by the Chinese government and its trading partners to alleviate some of the impacts associated with increased automobile production and use. One interesting thread that was common in students' writings about China were students' comments about how indifferent many young people are in China about automobile ownership (e.g., given the availability of public transportation and ride-sharing opportunities), compared to young people in many other cultures.

Assessment Feedback:

The results of the assessment were discussed between the instructor of EES 2600 and the EES Department Chair. No changes are planned; the results are considered to be satisfactory since they indicate students in the class gained excellent understandings per the learning outcomes for the course. Assessment results have been shared through e-mail correspondence with the EES Department's curriculum committee.

Assessment Administration Feedback

No changes are recommended for oversight of the assessment process.