

### **Assessment Plan for the Next Review Cycle**

A five-year plan for program assessment has been developed and includes an approach for departmental assessment efforts (per PRM II.2.3), assessment strategies, ENVS learning outcomes to be assessed, and attention to questions such as whether and how capstone courses and other core courses can be used appropriately for assessment (Table 2.3). The Department of Environmental Studies developed its Program Learning Objectives in 2006/2007, and of eight objectives, four were identified as key outcomes in the 2010-11 assessment:

Ability to write and speak clearly and persuasively

Ability to assess environmental problems and solutions by applying scientific concepts

Ability to carry out research tasks appropriate to analyzing environmental problems

Ability to assess environmental problems and solutions by applying economic and political concepts

Ability to integrate knowledge, research, and interpretation with substantially greater sophistication than commonly expected in coursework.

ENVS student abilities to write clearly and persuasively were assessed quantitatively during AY 15/16. The remaining four Program Learning Objectives will be assessed over the next five years (Table 2.3).

**Table 2.3. A comprehensive assessment plan for all the programs in the next program review cycle for ENVS BS/BA degrees.**

Program Learning Goal	Corresponding Program Learning Outcomes (PLOs). (Each must directly relate to one or more Program Goals)	In which course(s) will the PLO(s) be assessed?	In which year will the PLO(s) be assessed and how often?	What types of assessment activities <sup>1</sup> will be used to collect the data?	What types of tools <sup>2</sup> will be used to score/evaluate the activity? Who will develop/modify the tool and/or evaluated the activities?	How will the data be collected? By whom?	How will the data be reported <sup>3</sup> (both aggregated and disaggregated), and by whom? What will be the standard of performance?	Who will analyze the data?	How will the data be used? By whom?
I.	Ability to write clearly and persuasively	ENVS 112, ENVS 190	AY 15/16	Student theses, course-based writing assignments	Rubric-based analysis of writing proficiency. External consultant	Analysis of writing - conducted by external consultant	aggregated/disaggregated Report prepared by external consultant, presented to faculty. 70% of students leave the curriculum proficient or highly proficient in each category	External consultant	Presented to faculty. Used to modify courses/pedagogy as necessary
II.	Ability to carry out research tasks appropriate to analyzing environmental problems	ENVS 121, ENVS 130, ENVS 190 (other courses with integrated research opportunities)	AY 16/17	Evaluation of student research skills in conjunction with SIRIUS/CUREs assessment process	Student surveys, self and directed analyses, evaluation of research products	In class via surveys. Collected by course faculty.	Survey and student response results. Quantitative analysis of survey data in conjunction with SIRIUS.. 75% of students are able to understand and apply basic research design, analyses, and text appropriate hypotheses.	Faculty	By faculty to improve incorporation of research opportunities into existing courses
III.	Ability to assess environmental problems and solutions by applying scientific concepts	ENVS 120, 121, 130, 144, 147, 149, 151, 158, 163	AY 17/18	Student performance, survey tools	Surveys and self-and course-based analyses	In class, collected by faculty	Quantitative analysis of survey data in conjunction with SIRIUS. Other objective measures. 75% of students capable of applying scientific concepts to assess and solve environmental problems	Faculty	By faculty to improve coursework and pedagogy, as well as experiential learning opportunities
IV.	Ability to assess environmental problems and solutions by applying economic and political concepts	All ENVS upper division courses	AY 18/19	We will seek external, professional guidance to develop the approach to this assessment	TBD	TBD	TBD	Faculty	75% of students are able to apply economic and political concepts to assess and solve environmental problems
V..	Ability to integrate knowledge, research, and interpretation with substantially greater sophistication than commonly expected in coursework	Selected ENVS upper division courses	AY 19/20	TBE - We will seek external professional guidance to develop the approach to this assessment	TBD	TBD	TBD	Faculty	75% of students are able to effectively integrate knowledge, research, and interpretation