

Environmental Studies PROGRAM ASSESSMENT Report June, 2016

I. Mission

Although the Environmental Studies Program has not formally adopted a mission statement, we operate in accordance with the following statement:

The Environmental Studies Program is interdisciplinary in nature, reflects the current state of the field, recognizes the relationship between human behavior and nature in ecological issues, and responds to the Jesuit call to promote environmental justice and ethical stewardship of the natural world.

II. Program Learning Outcomes

1. Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions.
2. Demonstrate an understanding of the range of environmental issues and the roles of humans and institutions in responding to them.
3. Analyze critically and develop socio-culturally appropriate strategies to resolve environmental problems.
4. Connect environmental problems to issues of social justice through study and community engagement.
5. Apply scientific principles to develop solutions for environmental problems.

III. Assessment Methods

Measures

- 1. Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions.**

Assessment tools:

- Direct: *Course-embedded Assessment*. Final Exam essay question in Environment and Society (ENVA 109); measured again in Capstone (ENVA 450) in critical essay assignment.
- Indirect: Exit survey administered during Capstone will ask students to report their self-perceived level of competence in this area.

- 2. Demonstrate an understanding of the range of environmental issues and the roles of humans and institutions in responding to them.**

Assessment tools:

- Direct: *Course-embedded Assessment*. Final Exam essay question in Environment and Society (ENVA 109); measured again in Capstone (ENVA 450) in critical essay assignment.
- Indirect: Exit Survey administered during Capstone will ask students to report their self-perceived level of competence in this area.

- 3. Analyze critically and develop socio-culturally appropriate strategies to resolve environmental problems.**

Assessment tools:

- Direct: *Course-embedded Assessment*. Exam questions in Introduction to Environmental Science (ENVS 110).
- Indirect: Exit Survey administered during Capstone will ask students to report their self-perceived level of competence in this area.

4. Connect environmental problems to issues of social justice through study and community engagement.

Assessment tools:

- Direct: *Course-embedded Assessment*. To be measured in one of the following courses: Environmental Ethics, Environmental Justice, Religion and the Environment, Global Environments & Societies, Community Engagement

5. Apply scientific principles to develop solutions for environmental problems.

Assessment tools:

- Direct: *Course-embedded Assessment*. Exam questions in Introduction to Environmental Science (ENVS 110);
- Indirect: Exit Survey administered during Capstone will ask students to report their self-perceived level of competence in this area.

IV. Time Frame

Year 1 (2016-2017): Assessment for learning outcome 1 will be piloted. Environment and Society (ENVA 109) exam question for PLO 1 will be created, piloted, and revised by a subset of faculty in ENVA. Critical essay assignment for Capstone will be developed and tested.

Year 2 (2017-2018): Learning outcome 1 will be assessed. Scoring rubrics for this learning outcomes will be created, piloted, and revised by a committee of ENVA faculty. Rubric for evaluating Capstone projects will be developed.

Year 3 (2018-2019): Based on what was learned from assessment of learning outcome 1, learning outcomes 2 and 3 will be assessed. Scoring rubrics for these learning outcomes will be created, piloted, and revised.

Year 4 (2019 – 2020)

Exit survey will be created and piloted.

V. Who Will Do the Assessment?

An Assessment Subcommittee will conduct the assessment, using scoring rubrics and course materials provided by relevant course instructors. The committee will be volunteers from the ENVA Advisory Board as well as the Program Director.

VI. How data will be used to improve program or revise curricula

Measurements in 109 and 110, which are courses taken primarily by freshmen and sophomores, will be used to begin compiling some baseline data. They will also be used to compare abilities with the seniors in the Capstone course. The Assessment subcommittee will produce a report focusing on the baseline data and any noticeable problem areas. At Environmental Studies Advisory Board meetings, we will discuss how to address the problem areas by making changes within specific courses (future assessment might also produce data suggesting a need for curriculum change).

In the first year, we will also review the quality of our measures to be sure that (a) we are confident in our learning outcomes, and (b) we have made methodological decisions that will allow us to measure with validity and reliability what we want to measure. We will also use the alumni survey to identify areas that students perceive themselves to be deficient. Responses will allow us to identify new courses that need to be offered.

VII. Rubrics for Assessment

1. Institutional Learning Outcomes and Program Learning Outcomes Rubric

	PLO1	PLO2	PLO3	PLO4	PLO5
Institutional Learning Outcomes X Program Learning Outcomes	Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions.	Demonstrate an understanding of the range of environmental issues and the roles of humans and institutions in responding to them.	Analyze critically and develop socio-culturally appropriate strategies to resolve environmental problems.	Connect environmental problems to issues of social justice through study and community engagement.	Apply scientific principles to develop solutions for environmental problems
Institutional Learning Outcomes					
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	X		X	X	
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	X		X	X	
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	X		X		X
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.		X			
5. Students use technology to access and communicate information in their personal and professional lives.					
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.		X			
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.	X	X	X	X	

2. PLOs and ENVA Courses Rubric

REQUIRED COURSES (42 units)	Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions.	Demonstrate an understanding of the range of environmental issues and the roles of humans and institutions in responding to them.	Analyze critically and develop socio-culturally appropriate strategies to resolve environmental problems.	Connect environmental problems to issues of social justice through study and community engagement.	Apply scientific principles to develop solutions for environmental problems.
ENVA 109 Environment and Society	I	M	I	I	
ENVS 110 Introduction to Environmental Science w/Lab	I	I	I		M
ENVS 210 Ecology and Human Impacts w/Lab	M				M
ENVS 212 Air and Water w/Lab	M				A
ENVA 255 Quantitative Skills for Environmental Studies			I		A
ENVA 285 Nature Immersion + Campus and Community Projects				M	
ENVA 310 The Commons: Land, Air and Water	A	A	M	M	
ENVA 311 Cornerstone Seminar in Environmental Studies	M	M	M		
ENVA 355 Methods and Approaches in Environmental Studies	M		M		M
ENVA 367 Environmental Justice	A	A	M	M	
ENVA 450 Capstone Practicum in Environmental Studies		A	A	A	

I - Introductory
M - Intermediate
A - Advanced

3. Assessment Rubric for PLO #1: Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions.

Criterion	Exceptional	Proficient	Approaching proficient	Below proficient
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<p>Draws from multiple disciplines</p>	<p>Draws from 2 or more disciplines in analysis; explicitly displays methodological or content-based familiarity with each.</p>	<p>Draws from 2 or more disciplines in analysis; maintains consistency with methodology or content of each.</p>	<p>Draws from 2 or more disciplines in analysis; vague or inappropriate use of methods or content.</p>	<p>Does not show evidence of a multi-disciplinary analysis.</p>
<p>Articulates complexity of human-environment interaction.</p>	<p>Thoroughly formulates problems and opportunities associated with one or more significant human-environment interactions.</p>	<p>Coherently formulates problems and opportunities associated with one or more significant human-environment interactions.</p>	<p>Provides limited description of one or more significant human-environment interactions.</p>	<p>Incomplete, misleading, or misguided presentation of human-environment interactions.</p>
<p>Uses perspectives from different disciplines to understand these complexities.</p>	<p>Explicitly notes how integration or synthesis of perspectives leads to additional insight or problem-sets or interactions to be addressed.</p>	<p>Implicitly provides integration or synthesis of perspectives and applies these to existing problem or interactions.</p>	<p>Considers only a single perspective when addressing the complexity of human-environment interaction.</p>	<p>Fails to provide a coherent perspective when addressing human-environment interactions.</p>