College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
    - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
    - Graduate programs must include one curricular map showing how courses map onto PLOs.
    - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.

- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.

- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

Name of Program *

Environmental Studies

Type of Program *

Major ▾

College of Arts and Sciences Division *

Sciences ▾

Name/Title/E-mail Address of Submitter *

Jeffrey Paris, Director, paris@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Steve Zavestoski/smzavestoski@usfca.edu ; David Silver/dmsilver@usfca.edu; Meinda Stone/stone@usfca.edu

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

◯ Yes

🔘 No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

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. [Revised for 2013 Self-Study]

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

*

[Updated 4/25/17 by Advisory Board Subcommittee]

1. Demonstrate an understanding of the roles of humans and institutions in creating and responding to environmental issues.
2. Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions.
3. Apply scientific principles to environmental problems.
4. Critically analyze socio-culturally appropriate strategies to address environmental problems.
5. Connect environmental problems to issues of social justice through study and community engagement.

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *

ENVA PLO Course ...

Please upload your PLOs to ILOs Curriculum map here *

ENVA PLO ILO Grid...

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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

Through October 2017, the Environmental Studies Program Advisory Board engaged in Assessment of Program Learning Outcome #2 [formerly PLO #1, as ordering of PLOs was changed in April 2017, along with the wording of some of those PLOs]: "Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions."

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- [ ] Published (Standardized) Test (e.g., Major Field Test)

- [x] Class Tests & Quizzes with Embedded Questions

- [ ] Class Presentations

- [ ] Off-Campus Presentations (NGOs, clients, agencies, etc.)

- [ ] Research Projects Reports

- [ ] Case Studies

- [ ] Term Papers

- [ ] Portfolio

- [ ] Artistic Performances, Recitals & Products

- [ ] Capstone Projects

- [ ] Poster Presentations

- [ ] Comprehensive Exams

- [ ] Thesis, Dissertation

- [ ] Pass Rates on Certification or Licensure Exams

- [ ] Group Projects

- [ ] In-/Out-of Class Presentations

- [ ] Competency Interviews (e.g., oral exams)

- [ ] Simulations

- [ ] Juried Presentations

- [x]

☑ Other:

As discussed in our 2016 Revised Program Assessment Plan, an embedded exam question would be created, piloted, and revised by a subset of faculty, in this case, by former Program Director Maggie Winslow along with ENVA 109 instructor Greg Lankenau. This question would be included in Lankenau's Fall 2016 Environment and Society (ENVA 109) course. The exam question responses would be assessed by a work group of ENVA Advisory Board faculty, and results submitted to the entire Advisory Board for feedback on this course; for areas of improvement in instruction or course design; for the development of a critical essay assignment for ENVA 450 Capstone.

Brief description of student work products used to assess PLOs: *

Students submitted polished (take-home) essay responses to direct prompts on course materials. These essay responses were typically between 2200 and 2800 words. 10 separate student responses were provided and anonymized. The four essay prompts (of which students were instructed to complete three responses) included the following topics: "Reinforcing and Challenging Systems"; "Dimensions of Sustainability"; "Anthropogenic Climate Change"; and "The Most Important Thing [you've learned in this course]." Each question included sub-prompts, for instance, taking a student from (a) an explanation of systems perspectives; (b) through an interrogation of individual responsibility for destructive social systems; (c) to a position on widespread social change; and (d) including a personal example.

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

A rubric was developed to identify the three criteria for assessment that are implied by the stated Program Learning Outcome. The three criteria for assessment were each rated according to whether the student's performance was Exceptional, Proficient, Approaching Proficient; or Below Proficient.

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

ENVA PLO #2 Asse…
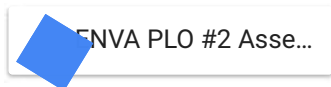
Who evaluated the student work product? Check all that apply. *

- ☑ FT faculty members who were not instructor(s) of the course(s)

- ☑ FT faculty members who were instructor(s) of the course(s)

- ☐ PT faculty members who were not instructor(s) of the course(s)

- ☐ PT faculty members who were instructor(s) of the course(s)

- ☐ Other: ....

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

After each faculty had read and rated 2 student work products, an informal discussion was held to question whether those products appeared to match expectations for an introductory course; and what sorts of expectations were to be held, given the constraints of the essay question. This discussion was repeated at the end of the evaluation session, discussed in Direct Data results, below.

What indirect methods did you employ, if any?

☐ Student Survey

☐ Student Interview

☐ Focus Groups

☐ Reflection Sessions

☐ Reflection Essays

☐ Faculty Survey

☐ Exit (end of program) Survey

☐ Exit (end of program) Interview

☐ Alumni Survey

☐ Employer Survey

☐ Diaries or Journals

☐ Data from Institutional Surveys

☐ Curriculum/Syllabus Analysis

☐ Other: ....

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

....

Attach survey/script/interview here as needed

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Results

What were the direct data results? *

Among the student products that were evaluated, 66% fell squarely between Proficient and Approaching Proficient (averages of 2.6-2.8 points on a 4 pt. scale); 16% fell between Excellent and Proficient (average of 1.7 points); and 16% between Approaching Proficient and Below Expectations (average of 3.2 points).

In only 6% of the possible ratings did the evaluators rate the performance more than 1 category of difference.

What were the indirect data results? (If applicable)

How do you interpret these results? What do they mean? *

Point #1. Consistency of Results. Faculty raters noted that the papers were of like consistency, and attributed this to the level of detail in the question prompt, but also to an extent the lack of synthesis and integration required among the various question prompts. The questions aimed toward explication and reflection, moreso than the additional insight to be gained from the integration of different perspectives on human-environment interactions.

Point #2. Introductory level work products. Faculty raters agreed that (1) while the student work products did not effectively provide arguments, whether sophisticated or simplistic; (2) nor did they demonstrate an ablity to identify or self-consciously utilize the various and multiple frameworks that formed the basis of their responses; (3) they were able to value the different perspectives, presenting them with equivalent inspiration and relevance.

Point #3. Clarity on Achievement of Program Norms. Faculty raters further noted that students, while not yet effectively able to theorize environmental problems, at least had the language and ability to recognize environmental problems as the kinds of things that can and ought to be theorized about, that is, as objects of investigation and not simply facts to be absorbed.

Point #4. Relevance of Introductory Level. Faculty raters were confident that although five of six students had not reached a level of proficiency regarding the Program Learning Outcome, they nonetheless had significant groundwork developed for the later demonstration of proficiency in achievement of this PLO. In order to do so, the following types of behaviors will need to be demonstrated:

- The analysis of theoretical frameworks, to go along with the problems identified or addressed within those framworks;

- A synthesis of perspectives that shows how one perspective affects another, e.g., how a justice or ethical perspective affects an economic perspective;

- Identification of obstacles to social and environmental change, e.g. by including clearer expressions of the problems of power, media and information bias, significance of cultural differences, etc.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

        --9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

Closing the Loop

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- ☐ Revision of PLOs
- ☑ Changes in pedagogical practices
- ☐ Revision of program course sequence
- ☑ Revision of course(s) content
- ☐ Curriculum Changes (e.g. addition and/or deletion of courses)
- ☐ Modified program policies or procedures
- ☐ Designed measurement tools more aptly suited for the task
- ☐ Improved within and across school/college collaboration
- ☐ Improved within and across school/college communication
- ☐ Revised student learning outcomes in one or more courses
- ☐ Modified rubric
- ☐ Developed new rubric
- ☐ Developed more stringent measures (key assessments)
- ☐ Modified course offering schedules
- ☐ Changes to faculty and/or staff
- ☐ Changes in program modality of delivery
- ☐ Other: ....

Description of the Proposed Changes (as checked above): *

Action #1. Revision of Course Content / Changes in Pedagogical Practice. Faculty are developing a proposal to link more closely the content and application of ideas between two required "introductory" or "foundational" courses in the Program, ENVA 109 Environment and Society and ENVS 110 Introduction to Environmental Science w/Lab. A clearer linkage would eliminate potential overlap in the identification of environmental problems in the greater understanding of human-environment interactions, and allow ENVA 109 to focus more on theoretical self-awareness and the explicit identification of theoretical perspectives as analytical tools to frame transformational projects. It is noted that one obstacle to this linkage is that perhaps 50% of all Majors take these courses simultaneously, while others take them in sequence. Furthermore, non-Majors enrolled in ENVA 109 for Core credit should also be considered in any change in the course content or expectations.

Action #2. Revision of Course Content / Changes in Pedagogical Practice. Selected Program Faculty will be seeking to "close the loop" by integrating a theoretical reflection - oral or written articulation of the disciplinary aspects of the projects taken on - in the required ENVA 450 Capstone Practicum in Environmental Studies, a Service Learning course that serves as an effective site for measuring student achievement in seniors concluding their major course of study. To provide for this integration, students will be given a version (explicit or reworded) of the Program Learning Outcomes, and asked to answer at least the following two questions:

- What are the different perspectives, or disciplines, that you can integrate into your project to understand the complexities of human-environment interactions; and

- Provide a critical analysis (including an analysis of, e.g., power, epistemologies, ethical perspectives, systems analysis; cultural dimensions) of at least two different socially appropriate strategies to address the environmental project you are taking on in this course.

Questions are to be identified and addressed in the first half of the course, and can be used at that time to identify any residual weaknesses in proficiency regarding PLO #2 or other relevant PLOs. Answers to these questions will be used in a further appraisal and assessment of PLO #2 in Spring 2018.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

No changes to Assessment Plan needed.

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Google Forms

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

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

ENVA PLO Course Grid 2017					
REQUIRED COURSES (42 units)	Demonstrate an u	Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions.	Apply scientific principles to environmental problems	Critically analyze socio-culturally appropriate strategies to address environmental problems	Connect environmental problems to issues of social justice through study and community engagement
ENVA 109 Environment and Society	M	I		I	I
ENVS 110 Introduction to Environmental Science w/Lab	I	I	M	I	
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			A	I	
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

ENVA PLO x ILO Grid 2017					
Institutional Learning Outcomes X Program Learning Outcomes	Demonstrate an understanding of the roles of humans and institutions in creating and responding to environmental issues	Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions.	Apply scientific principles to environmental problems	Critically analyze socio-culturally appropriate strategies to address environmental problems	Connect environmental problems to issues of social justice through study and community engagement
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.		Y		Y	Y
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.		Y		Y	Y
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.		Y	Y	Y	
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	Y				
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.	Y				
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.	Y	Y		Y	Y