

FLORIDA GULF COAST UNIVERSITY
 College of Arts and Sciences
Environmental Studies Program
Integrated Program Matrix
 Synthesis & Revision – May 2009

| University and Program Learning Goals and Outcomes | Program Assessment Plan and Criteria | Use of Assessment Results for Continuous Program Improvement 2005-06 (Due February 06) | Use of Assessment Results for Continuous Program Improvement 2006-07 (Due February 07) | Use of Assessment Results for Continuous Program Improvement 2008-09 (Due February 09) |
|--|---|--|--|---|
| <p><u>Aesthetic Sensibility</u> (University Level)</p> <p>A. Know and understand the variety of aesthetic frameworks</p> <p>B. Analyze and evaluate aesthetic principles at work</p> <p>C. Collaborate in projects involving aesthetic awareness and/or analysis</p> <p><u>Aesthetic Sensibility</u> (Program Level)</p> <ul style="list-style-type: none"> • Students must demonstrate the development of a knowledge base that includes the prevailing scientific paradigms, the historical nature of these paradigms, and the aesthetic considerations of that knowledge. a. The origin of life on earth, and the mechanisms of evolution that shape that life, including an emphasis on natural selection b. The structure and organization of biotic systems from cells through the biosphere. Including an emphasis on the organization and functions of the human organism • Students must demonstrate a historical perspective on the trends in environmental philosophies and the role of literature and the arts in communicating these attitudes <p><i>Courses: General Biology I, General Biology II, Environmental Biology, Scientific Process, General Ecology, required area studies Environments course, Conservation Strategies for a Sustainable Future.</i></p> | <p><u>Plan:</u> Aesthetic Sensibility will be assessed using indirect measures, assessment instrument IV Capstone Survey and VII Student Program Evaluation (details on the assessment instruments are on the last page of this IPM). This will allow us to quantify student perceptions of their achievement of this objective.</p> <p><u>Criteria:</u> 75% of the scores on the items on the Capstone Survey relative to Aesthetic Sensibility will be 4 or 5. There are no set criteria for the results of the open-ended discussion VII Student Program Evaluation (exit interview).</p> <p>Aesthetic Sensibility will be assessed in a later round of assessment, along with Culturally Diverse Perspective, and Community Awareness and Involvement. Aspects of these three objectives are incorporated in assessments in earlier assessments (particularly assessment instruments II, IV, and VI), they will not be evaluated until the third round.</p> | | | <p><u>Direct Assessment:</u> Students' senior project poster presentations in EVR 4911 were evaluated, with five independent faculty reviewing 6 poster presentations. Most students showed a good understanding of the topics of their posters, with well-organized content. Results of this assessment indicated an average score of 3 (on a scale of 1 to 4). This is attributed to training received in ISC 3120. However, faculty did not score student posters as highly on Effective Communication, due to an overabundance of content, with small text and illegible graphics.</p> <p><u>Indirect Assessment:</u> Poster presentations were also used as a measurement tool, with students performing self-evaluations. The self-assessments were performed by 3 of 6 graduating seniors. Results of the assessments indicated an average score of 3 (on a scale of 1 to 4). Students rated the aesthetic display of their posters higher than the faculty did.</p> <p><u>Plans for Continuous Improvement:</u> Starting in Spring 2009, students enrolled in EVR 4911 are required to meet as a group with a faculty member other than their mentor during the semester. Posters will be previewed at a practice session two weeks before the final presentation, with students required to rework their posters if graphics and/or texts are difficult to read. Students will also have an opportunity to practice oral presentations and critique each others' work. Faculty discussed the need to assess the ability of students to quantitatively analyze their data; the Spring 2009 assessment included questions regarding students' use and understanding of statistical analysis and tests.</p> |

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| <p><u>A Culturally Diverse Perspective</u> (University Level)</p> <p>A. Know and understand diversity in local/global communities B. Analyze and evaluate the impact of cultural differences C. Participate in projects involving interaction with diverse people, ideas, & values</p> <p><u>A Culturally Diverse Perspective</u> (Program Level)</p> <p>Students must demonstrate:</p> <ul style="list-style-type: none"> • A knowledge of the interaction between science and society • A historical perspective on the trends in environmental philosophies and the role of literature and the arts in communicating these attitudes • An understanding of local, regional, and global ecosystems and landscapes and the ways in which human cultures live within and interact with them • An understanding of sustainability and an ability to apply this concept in problem solving and management situations <p><i>Courses: General Biology II, Environmental Biology, University Colloquium, Issues in Ecology and the Environment, Scientific Process, Environmental Philosophies, General Ecology, required area studies Environments course, Current Topics, Senior Project Research, Senior Project Presentation, Natural Science Internship, Conservation Strategies for a Sustainable Future.</i></p> | <p><u>Plan:</u> A Culturally Diverse Perspective will be assessed using indirect measures, assessment instrument IV Capstone Survey and VII Student Program Evaluation, and as part of the VI Professional Experience Evaluation, a direct measure (details on the assessment instruments are on the last page of this IPM). This will allow us to quantify student perceptions of their achievement of this objective.</p> <p><u>Criteria:</u> 75% of the scores on the items on the Capstone Survey relative to developing a Culturally Diverse Perspective will be 4 or 5. There are no set criteria for the results of the open-ended discussion VII Student Program Evaluation (exit interview).</p> <p>Culturally Diverse Perspective will be assessed in a later round of assessment, along with Aesthetic Sensibility, and Community Awareness and Involvement. Aspects of these three objectives are incorporated in assessments in earlier assessments (particularly assessment instruments II, IV, and VI), they will not be evaluated until the third round.</p> | | | |

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| <p><u>An Ecological Perspective</u> (University Level)</p> <p>A. Know issues of ecological/ economic sustainability B. Analyze and evaluate local and global ecological issues C. Participate in ecological/environmental projects</p> <p><u>An Ecological Perspective</u> (Program Level)</p> <p>Students must demonstrate the development of a knowledge base that includes the prevailing scientific paradigms, the historical nature of these paradigms, and the aesthetic considerations of that knowledge.</p> <p>a. The origin of life on earth, and the mechanisms of evolution that shape that life, including an emphasis on natural selection. b. The origin of the earth and the processes that shape the globe, including an emphasis on plate tectonics. c. The structure and organization of biotic systems from cells through the biosphere. Including an emphasis on the organization and functions of the human organism.</p> <ul style="list-style-type: none"> • The ability to contrast important features and components of the ecosystems found in southwest Florida (Academic Learning Compact 1.2) • An understanding of local, regional, and global ecosystems and landscapes and the ways in which human cultures live within and interact with them • An understanding the concept of sustainability and an ability to apply this concept in problem solving and management situations. • The ability to apply the science of ecology to specific issues the field of environmental studies (Academic Learning Compact 1.3) | <p><u>Plan:</u> Achievement of the outcome for developing an Ecological Perspective is measured in part, using the direct measures I Scientific Process Proposal, II Senior Project, III Scientific Process Evaluation and VI Professional Experience Evaluation. The indirect measures IV Capstone Survey and VII Student Program Evaluation. The most relevant assessment instrument is V Ecology Concepts Evaluation a direct measure which focuses particularly on Program Outcome 8 (details on the assessment instruments are on the last page of this IPM).</p> <p><u>Criteria:</u> For I. Scientific Process Proposal, all students will score a minimum of 3 on the appropriate questions of the rubric, and 75% will score 4 or higher. For II Senior Project, IV Capstone Survey, and V Ecology Concepts Evaluation, 75% of students will score 4 or 5 (or 1or2 if appropriate in Assessment III). Assessment VI will not be developed until the third round of assessment, so no criteria have been developed yet. There are no set criteria for the results of the open-ended discussion VIII Student Program Evaluation (exit interview).</p> <p><i>Courses: General Biology II, Environmental Biology, University Colloquium, Issues in Ecology and the Environment, Environmental Philosophies, Scientific Process, General Ecology, required area studies Environments course, Senior Project Research, Conservation Strategies for a Sustainable Future.</i></p> | <p><u>Direct Assessment:</u> Instruments have included a Summary Response assignment based on an ecological issue or perspective that stresses critical thinking and writing. The goal was for a 1point improvement in overall scores (on a 6 point scale) from students in Composition I (8% assessed) and Connections (20% assessed) moving from the lower range (1-2) to the middle range (3-4). Students in Liberal Studies Capstone (69% assessed) course were also given the instrument, with a 1 point improvement (upper range of 5-6) expected in their average score over and above that of Connections. The goal for Composition I was exceeded, with average scores at 2.7. The goal for Connections course students was met, with average scores in the middle range (3.31). The Capstone course goal was not met, with scores at 3.95 (native students scoring 4.0 and upper level transfers scoring 3.91). Final results suggest that students in the Connections class are achieving the level desired. However, those completing the Liberal Studies degree and Capstone course had lower than expected results, perhaps due to lack of abilities in critical thinking, writing, or in knowledge of ecological issues. Overall inter-rater reliability was at 86%.</p> <p><u>Indirect Assessment:</u> Students in the Connections class took a survey relating to their knowledge of ecological perspective and responded on a Likert Scale of 1-5 (5 being the highest); an overall average score of 4 was expected for all students. Average scores were below the expected 4.0 level. Students scored their understanding of the program's overall goals at 3.83; their understanding of ecological perspective importance at 3.62; and their understanding of Community Involvement and Awareness at 3.75. Students that completed both the on campus workshop and community service project exceeded the 4.0 expected level, those who completed only one or the other did not.</p> <p><u>Plans for Continuous Improvement:</u> No immediate changes are planned for the Composition I class, although this class might become a site for advancing ecological literacy in the future. In Connections, the ecological literacy program (Wings of Hope) has been streamlined to be introduced slightly later in the semester. A detailed assignment sheet has been developed, providing instructors and students a clear indication of what the program entails along with a clear grading rubric detailing how students will be graded. In addition, the number of Wings of Hope programs in the spring semester have been reduced so that several Connections sections will not have a designated service learning activity; students in these sections will need to work towards developing their own activity. Finally, no immediate changes were proposed for the upper level courses until feedback has been gathered from the QEP assessment.</p> | | |

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| <p><u>Effective Communication</u> (University Level)</p> <p>A. Know principles for effective communication B. Organize thoughts and compose ideas C. Participate in collaborative communication projects</p> <p><u>Effective Communication</u> (Program Level)</p> <p>Students must be able to:</p> <ul style="list-style-type: none"> Evaluate and to implement the scientific process, its application in different settings and, creative alternative problem solving approaches that are explored within the context of standard scientific conventions (Academic Learning Compact 1.1) Effectively communicate in a professional setting, including technical writing, oral presentations and use of available technology Demonstrate professional experience <p><i>Courses: General Biology I, General Biology II, Environmental Biology, University Colloquium, Environmental Philosophies, Scientific Process, Current Topics, required area studies Environments course, Senior Project Presentation, Natural Science Internship, Conservation Strategies for a Sustainable Future.</i></p> | <p><u>Plan:</u> Achievement of the outcome for developing Effective Communication is measured in part, using the direct measures I Scientific Process Proposal, II Senior Project, and VI Professional Experience Evaluation. The indirect measures IV Capstone Survey and VII Student Program Evaluation (details on the assessment instruments are on the last page of this IPM).</p> <p><u>Criteria:</u> For I. Scientific Process Proposal, all students will score a minimum of 3 on the appropriate questions of the rubric, and 75% will score 4 or higher. For II Senior Project and IV Capstone Survey, 75% of students will score 4 or 5. Assessment VI will not be developed until the third round of assessment, so no criteria have been developed yet. There are no set criteria for the results of the open-ended discussion VII Student Program Evaluation (exit interview).</p> | <p>Effective Communication was assessed in the first round of assessment. Aspects of effective communication assessed in I Scientific Process Proposal, II The Senior Project, and IV Capstone Survey met or exceeded our set criteria. No changes are planned at this time.</p> | | <p><u>Direct Assessment:</u> Students' senior project poster presentations in EVR 4911 were evaluated, with five independent faculty reviewing 6 poster presentations. Most students showed a good understanding of the topics of their posters, with well-organized content. Results of this assessment indicated an average score of 3 (on a scale of 1 to 4). This is attributed to training received in ISC 3120. However, faculty did not score student posters as highly on Effective Communication, due to an overabundance of content, with small text and illegible graphics.</p> <p><u>Indirect Assessment:</u> Poster presentations were also used as a measurement tool, with students performing self-evaluations. The self-assessments were performed by 3 of 6 graduating seniors. Results of the assessments were the same as the faculty's, with an average score of 3 (on a scale of 1 to 4).</p> <p><u>Plans for Continuous Improvement:</u> Starting in Spring 2009, students enrolled in EVR 4911 are required to meet as a group with a faculty member other than their mentor during the semester. Posters will be previewed at a practice session two weeks before the final presentation, with students required to rework their posters if graphics and/or texts are difficult to read. Students will also have an opportunity to practice oral presentations and critique each others' work. Faculty discussed the need to assess the ability of students to quantitatively analyze their data; the Spring 2009 assessment included questions regarding students' use and understanding of statistical analysis and tests.</p> |

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| <p><u>Ethical Responsibility</u> (University Level)</p> <p>A. Know and understand ethical issues B. Analyze and evaluate ethical issues in a variety of contexts C. Participate in collaborative projects involving ethical analysis and/or decisions</p> <p><u>Ethical Responsibility</u> (Program Level)</p> <p>Students must demonstrate:</p> <ul style="list-style-type: none"> • Knowledge of the interaction between science and society • An awareness the ethical aspects of science, their conduct as a scientist, and their conduct as a citizen • Understanding the concept of sustainability and an ability to apply this concept in problem solving and management situations <p><i>Courses: Scientific Process, Environmental Philosophies, Senior Project Research, Senior Project Presentation, Conservation Strategies for a sustainable Future.</i></p> | <p><u>Plan:</u> Achievement of the outcome for developing Ethical Responsibility is measured in part, using the direct measures I Scientific Process Proposal, II Senior Project, III Scientific Process Evaluation and VI Professional Experience Evaluation. The indirect measures IV Capstone Survey and VII Student Program Evaluation (details on the assessment instruments are on the last page of this IPM).</p> <p><u>Criteria:</u> For I. Scientific Process Proposal, all students will score a minimum of 3 on the appropriate questions of the rubric, and 75% will score 4 or higher. For II Senior Project and IV Capstone Survey, 75% of students will score 4 or 5 (or 1or 2 as appropriate in assessment III). Assessment VI will not be developed until the third round of assessment, so no criteria have been developed yet. There are no set criteria for the results of the open-ended discussion VII Student Program Evaluation (exit interview).</p> | <p>Ethical Responsibility was assessed in the first round of assessment. Aspects of effective communication assessed in I Scientific Process Proposal, II The Senior Project and IV Capstone Survey met or exceeded our set criteria. This learning outcome has been the focus of several previous revisions to <i>Scientific Process</i>. No changes are planned at this time.</p> | | |

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| <p><u>Information Literacy</u> (University Level)</p> <p>A. Identify and locate sources of information B. Analyze and evaluate information in a variety of contexts C. Participate in collaborative analysis/ application of information</p> <p><u>Information Literacy</u> (Program Level)</p> <p>Students must be able to:</p> <ul style="list-style-type: none"> • Evaluate and to implement the scientific process, its application in different settings and, creative alternative problem solving approaches that are explored within the context of standard scientific conventions (Academic Learning Compact 1.1) • Gather and critically evaluate information including library research skills, experimental design in laboratory or field settings, and the use of technology for gathering information • Analyze information • Demonstrate professional experience <p>Courses: <i>General Biology I, General Biology II, Environmental Biology, Scientific Process, Current Topics, Senior Project Research, Senior Project Presentation, Natural Science Internship, Conservation Strategies for a Sustainable Future.</i></p> | <p><u>Plan:</u> Achievement of the outcome for developing an Information Literacy is measured in part, using the direct measures I Scientific Process Proposal, II Senior Project and VI Professional Experience Evaluation. The indirect measures IV Capstone Survey and VII Student Program Evaluation (details on the assessment instruments are on the last page of this IPM).</p> <p><u>Criteria:</u> For I. Scientific Process Proposal, all students will score a minimum of 3 on the appropriate questions of the rubric, and 75% will score 4 or higher. For II Senior Project and IV Capstone Survey, 75% of students will score 4 or 5. Assessment VI will not be developed until the third round of assessment, so no criteria have been developed yet. There are no set criteria for the results of the open-ended discussion VII Student Program Evaluation (exit interview).</p> | <p>Information Literacy was assessed in the first round of assessment. Aspects of information literacy assessed in I Scientific Process Proposal, II Senior Project and IV Capstone Survey met or exceeded our set criteria. No changes are planned at this time.</p> | | |

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| <p><u>Problem-Solving Abilities</u> (University Level) A. Understand multi/interdisciplinary nature of knowledge B. Apply critical, analytical creative and systems thinking C. Work individually and collaboratively to recognize and solve problems</p> <p><u>Problem-Solving Abilities</u> (Program Level)</p> <p>Students must be able to:</p> <ul style="list-style-type: none"> Evaluate and implement the scientific process, its application in different settings and, creative alternative problem solving approaches that are explored within the context of standard scientific conventions Gather and critically evaluate information including library research skills, experimental design in laboratory or field settings, and the use of technology for gathering information Analyze information Demonstrate competence in designing and conducting a research investigation Demonstrate knowledge of the interaction between science and society Solve problems in individual and group settings and incorporating a diversity of values and approaches Demonstrate professional experience <p><i>Courses: Scientific Process, Senior Project Research, Senior Project Presentation, Internship.</i></p> | <p><u>Plan:</u> Achievement of the outcome for developing an Problem-solving Abilities is measured in part, using the direct measures I Scientific Process Proposal, II Senior Project (focusing particularly on 1e), and VI Professional Experience Evaluation. The indirect measures IV Capstone Survey and VII Student Program Evaluation (details on the assessment instruments are on the last page of this IPM).</p> <p><u>Criteria:</u> For I. Scientific Process Proposal, all students will score a minimum of 3 on the appropriate questions of the rubric, and 75% will score 4 or higher. For II Senior Project and IV Capstone Survey, 75% of students will score 4 or 5. Assessment VI will not be developed until the third round of assessment, so no criteria have been developed yet. There are no set criteria for the results of the open-ended discussion VII Student Program Evaluation (exit interview).</p> | <p>The assessment results indicate a consistent trend in the need to modify the curriculum to facilitate achievement of quantitative and statistical skills in our students, as they did last year. We have started to implement the proposed responses to this problem: 1) communicate with the Mathematics department, specifically the faculty teaching <i>General Statistics</i>, the results of our assessments, 2) add a data management and display exercise into the field data collection activities in <i>Environmental Biology</i>. 3) add a data analysis activity into the field data collection activities in <i>General Ecology</i>, and 4) work collaboratively to modify the experimental design and analysis unit in <i>Scientific Process</i> to include additional quantitative case studies. However, one semester is not enough time to have change reflected in our advanced courses.</p> <p>In addition, we have separated the undergraduate and graduate sections of the methods courses, teaching each separately rather than co-listing. We intend this change to allow us, in part, to focus on developing appropriately level-specific quantitative skills.</p> | | |

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|---|--|--|--|--|
| <p><u>Technological Literacy</u> (University Level)</p> <p>A. Develop knowledge of modern technology B. Process information through use of technology C. Collaborate with others using technology tools</p> <p><u>Technological Literacy</u> (Program Level)</p> <p>All science students must be able to:</p> <ul style="list-style-type: none"> • Evaluate and to implement the scientific process, its application in different settings and, creative alternative problem solving approaches that are explored within the context of standard scientific conventions • Gather and critically evaluate information including library research skills, experimental design in laboratory or field settings, and the use of technology for gathering information • Analyze information • Synthesize information <i>via</i> the formation of hypotheses, the use of numerical and statistical techniques, the use of simulation models, and the ability to apply a system approach • Demonstrate professional experience <p><i>Courses: Scientific Process, Senior Project Research, Senior Project Presentation, Natural Science Internship, Conservation Strategies for a Sustainable Future.</i></p> | <p><u>Plan:</u> Achievement of the outcome for development of Technological Literacy is measured in part, using the direct measures I Scientific Process Proposal, II Senior Project and VI Professional Experience Evaluation. The indirect measures IV Capstone Survey and VII Student Program Evaluation (details on the assessment instruments are on the last page of this IPM).</p> <p><u>Criteria:</u> For I Scientific Process Proposal, all students will score a minimum of 3 on the appropriate questions of the rubric, and 75% will score 4 or higher. For II Senior Project and IV Capstone Survey, 75% of students will score 4 or 5. Assessment VI will not be developed until the third round of assessment, so no criteria have been developed yet. There are no set criteria for the results of the open-ended discussion VII Student Program Evaluation (exit interview).</p> <p>Technological Literacy will be assessed in a later round of assessment, along with some aspects of Problem-solving Abilities. Aspects of these two objectives are incorporated in assessments in earlier assessments (particularly assessment instruments II, III, IV, and VI), but we did not focus on these in the second round, as we choose to continue to respond to the issues raised in Round 1.</p> | | | |

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| <p><u>Community Awareness and Involvement</u> (University Level)</p> <p>A. Know and understand relationships between individuals and their communities B. Analyze, evaluate and assess human needs and practices C. Participate collaboratively in community service projects</p> <p><u>Community Awareness and Involvement</u> (Program Level)</p> <p>Students must demonstrate:</p> <ul style="list-style-type: none"> • Knowledge of the interaction between science and society • An awareness of the ethical aspects of science, their conduct as a scientist, and their conduct as a citizen • An ability to understand and participate in the development and implementation of public policy • The ability to solve problems in individual and group settings and incorporating a diversity of values and approaches • An understanding of local, regional, and global ecosystems and landscapes and the ways in which human cultures live within and interact with them. • An understanding the concept of sustainability and an ability to apply this concept in problem solving and management situations (Academic Learning Compact 1.3) <p><i>Courses: Scientific Process, University Colloquium, Issues in Ecology and the Environment, Current Topics, required area studies Environments course, Senior Project Research, Senior Project Presentation, Natural Science Internship, Conservation Strategies for a Sustainable Future.</i></p> | <p><u>Plan:</u> Community Awareness and Involvement will be assessed using indirect measures, assessment instrument IV Capstone Survey and VII Student Program Evaluation (details on the assessment instruments are on the last page of this IPM). This will allow us to quantify student perceptions of their achievement of this objective.</p> <p><u>Criteria:</u> 75% of the scores on the items on the IV Capstone Survey relative to Community Awareness and Involvement will be 4 or 5. There are no set criteria for the results of the open-ended discussion VII Student Program Evaluation (exit interview).</p> <p>Community Awareness and Involvement will be assessed in a later round of assessment, along with Aesthetic Sensibility, and Culturally Diverse Perspective. Aspects of these three objectives are incorporated in assessments in earlier assessments (particularly assessment instruments II, IV, and VI), they will not be evaluated until the third round.</p> | | | |

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Environmental Studies Assessments

Seven assessment strategies are proposed, the four are direct assessments (I, II, III, V, and VI) and two are indirect assessments (IV and VII).

Assessment I – Scientific Process Proposal:

Environmental Studies design a research project, compose a written proposal, and then defend it in an oral presentation. These proposals will be critiqued by objective, outside reviewers for their adherence to the scientific method. This assessment tool was developed in 2004-2005 and will be applied in Round I of assessments by the Marine Sciences Program. (*Scientific Process*)

Assessment II – Senior Project: Environmental Studies students must complete a research project or scholarly activity as a Senior Project. The results of this work are presented in a college-wide forum and evaluated by a team of faculty and environmental professionals from off-campus. A pilot of this assessment was developed in 2004-2005 and utilized in Round I to assess student perceptions. (*Senior Project Research* and *Senior Project Presentation*)

Assessment III – Scientific Process Evaluation: Environmental Studies students are assessed for their achievement of these learning outcomes with a pre- and post-evaluation administered in the Scientific Process course. The evaluation instrument was developed by the entire science faculty in 2000-2001, and has been used as a pre- post-test in *Scientific Process*, administered and evaluated by the course instructor(s). This survey is constructed of statements that students respond to with a Likert scale. To prevent the students from responding in a rote manner, items vary in terms of the correctness of “strongly agree” versus “strongly disagree”. (*Scientific Process*)

Assessment IV – Capstone Survey:

Environmental Studies students are assessed for their opinion on their achievement of these learning outcomes through a survey in *Conservation Strategies for a Sustainable Future*. The assessment was developed by the faculty in 2004-2005, based on our student learning outcomes, and is administered in our program capstone course *Conservation Strategies for a Sustainable Future*, by the course instructor(s). (*Conservation Strategies for a Sustainable Future*)

Assessment V - Ecology Concepts Evaluation: Environmental Studies students are assessed for their knowledge of ecological concepts and local natural history with a pre- and post-evaluation in General Ecology. The evaluation instrument was developed by the entire faculty, originally in 1999-2000, but has gone through two revisions. It is administered and evaluated by the course instructor(s) in some sections of *Environmental Biology*, and in *General Ecology*. (*General Ecology*)

Assessment VI - Professional Experience Evaluation: The professional experience of Environmental Studies students is assessed using essays written by the students during their internship, a review of their internship log, and evaluation of their internship presentation at the end of the semester. This assessment instrument will be developed for the third round of assessment. (*Internship in Environmental Studies*)

Assessment VII - Student Program Evaluation: A exit survey was developed in 2004 – 2005 and administered to graduating students as an exit interview.