

**Annual Academic Assessment Plan and Report 2010/2011**  
**Department of Environmental Studies**

<b>Submitted:</b>		<b>Department Head: Jean Mangun</b>	
<p><b>Mission:</b> Our mission is to provide a broad-based, multidisciplinary education for students interested in the identification, study and solution of problems affecting the natural world. By integrating perspectives from the humanities, social and biophysical sciences in the best liberal arts tradition, our curriculum is designed to produce not only ethical and capable environmental professionals but environmentally literate, responsible citizens. Our emphasis on experiential learning, internship opportunities, communication skills, and teamwork creates an environment in which critical thinking and leadership skills are fostered that will serve students well in the workplace or the pursuit of advanced degrees. We are committed to attracting faculty members with a passion for teaching and to support them in the scholarly and research endeavors that keep them current and vibrant in the classroom. Our goal is to serve as a resource of environmental expertise for both campus and community and to create lasting partnerships.</p>			
<p><b>Stakeholder involvement in the following:</b> <input checked="" type="checkbox"/> Mission <input checked="" type="checkbox"/> Learning goals <input type="checkbox"/> Assessment procedures <input type="checkbox"/> Curricular changes</p>			
<b>Assessment Plan</b>		<b>Assessment Report</b>	
<b>Major/Program Learning Goals</b> (Course Alignment Grid attached)	<b>Assessment Procedures</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<p><b>1. Informed Reasoning</b>            Make reasoned and informed judgments about contemporary environmental issues from a multidisciplinary perspective.</p> <p><i>(To be assessed 2010-2011)</i></p>	<p><b>Method:</b> A series of integrative essays and group problem-solving activities:  <b>Sampling:</b> Students enrolled in ENVA 100, Environ. Science &amp; ENVA 110, Environmental Policy.  <b>When:</b> Selected assignments throughout semester.  <b>Assessor:</b> Instructors in ENVA 100 &amp; ENVA 110.  <b>Metric:</b> See attached rubric (under development).  <b>Incentive:</b> Variable.  <b>Goal:</b> At least 80% of students meet or exceed standards.</p> <p>Goal 1 to be assessed across the ES curriculum. Baseline assessment initiated in 2009-2010 freshmen-level courses; process to be ongoing as rubric modified to assess progressive mastery in upper-level courses.</p>		
<p><b>2. Effective Communication</b>            Effectively and efficiently describe, advocate, and interpret natural phenomena in oral, written and visual communications.</p> <p><i>(To be assessed 2010-2011)</i></p>	<p><b>Method:</b> Self-assembled digital portfolio of interpretive writing &amp; media projects with reflective commentary.  <b>Sampling:</b> Students enrolled in ENVA 440, Environ. Interpretation.  <b>When:</b> ENVA 440 portfolio graded at end of semester.  <b>Assessor:</b> Instructor in ENVA 440.  <b>Metric:</b> See attached rubric.  <b>Incentive:</b> Assembled projects 40% of grade.  <b>Goal:</b> At least 80% of students meet or exceed standards.</p>		

<p><b>3. Technical Competency</b>  Select and apply the appropriate analytical tool for environmental planning, monitoring, and restoration efforts.</p> <p><i>(To be assessed 2010-2011)</i></p>	<p><b>Method:</b> Results of selected final exam questions addressing learning goal.  <b>Sampling:</b> Each student enrolled in ENVA 400, Environmental Research Methods (a new course for Fall 2011).  <b>When:</b> Final Exam.  <b>Assessor:</b> Instructor in ENVA 400.  <b>Metric:</b> Scores of final exam question(s).  <b>Incentive:</b> Final exam 15% of course grade.  <b>Goal:</b> At least 80% of students meet or exceed standards (Score &gt; 70%).</p>		
<p><b>4. Understanding Connections</b>  Understand the connections between societal choices and sustainable outcomes for all living creatures and the physical environment.</p> <p><i>(To be assessed 2010-2011).</i></p>	<p><b>Method:</b> Structured problem sets &amp; selected final exam questions addressing learning goal.  <b>Sampling:</b> Each student registered in ENVA 300, Environmental Economics.  <b>When:</b> Continuing during semester; final exam.  <b>Assessor:</b> Instructor in ENVA 300.  <b>Metric:</b> Scores assigned by instructor.  <b>Incentive:</b> Total of scores used is 8% of course grade.  <b>Goal:</b> At least 80% of students meet or exceed standards. (Score &gt; 70%).</p>		
<p><b>5. Social Responsibility</b>  Recognize that human impacts on the environment may have disproportionate effects on the poor and the marginalized and be equipped to address environmental inequities in their communities and beyond.</p> <p><i>(To be assessed 2010-2011)</i></p>	<p><b>Method:</b> Survey ES faculty to identify which courses do/can integrate an ASL component.</p> <p>Metric/rubric to be developed.</p>		