Program Learning Goals Annual Assessment Report

Department _Public Affairs and Civic Engagement_  College _______CHSS_______

Degree Program(s)___Environmental Studies BS/BA__________________________

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university’s broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals were met</td>
<td>Program learning goals are absent or incomplete</td>
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Every degree program offered by a department (minor, BA, BS, MA, MS etc) should have its own program learning goals. This report can focus on the learning goals for one program or present learning goals for multiple programs.

1. List your most recent program learning goals prior to any revisions.
   1. Demonstrate understanding of the broad themes within the field of Environmental Studies.
   2. Demonstrate understanding of chemical and biological processes related to environmental problems.
   3. Demonstrate ability to integrate natural science and social, political, ethical values in analyzing environmental issues.
   4. Demonstrate understanding of the relationships between social justice and environmental issues.
   5. Demonstrate ability to persuasively argue orally and in writing multiple sides of an environmental issue.
   6. Demonstrate basic computer competence with word processing, spreadsheets, and online research.
   7. Demonstrate ability to critically evaluate descriptive statistics commonly used in environmental literature.
   8. Demonstrate research skills relevant to their area of emphasis in Environmental Studies.

2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

   This began with a process of curriculum mapping of the older program learning objectives, and during that process ENVS faculty found it important to revisit the learning outcomes for the program. Since ENVS is a small program (only 4 dedicated faculty members, one of whom is FERPing), all faculty were
involved in the redesign of the learning objectives that first began at a retreat, and continued through program faculty meetings.

3. What informed your decision to revise your learning goals (e.g., changes in the profession, new focus of the department, outcome of assessment)?

Curriculum mapping (see above).

4. What are your new program learning goals?

1. Demonstrate understanding of the relationships between social justice and environmental problems in local, national and global contexts.
2. Demonstrate understanding of chemical, biological, and social processes related to environmental problems and the ability to integrate these with the understandings and critical evaluations of descriptive statistics commonly used in environmental literature.
3. Communicate clearly and accurately both orally and in writing and be able to conduct research appropriate to area of emphasis.
4. Demonstrate basic understanding of social and political systems and how they change, and demonstrate ability to engage in civic activities and processes, e.g., public comment opportunities offered by agencies.
5. Demonstrate readiness to enter professional job market by preparing/training students in developing appropriate job market skills (e.g., resume and cover letter writing, interview preparation, writing well and engagingly, acquiring professional experience via internship).

Give that this year you have revised your program learning goals, the next step would be to either plan how you would assess program learning goals by completing a curriculum map or to assess one of your program learning goals in the next academic year.