

**ASSESSMENT PLAN: B.A. Environmental Studies**

Date Updated: Spring 2022

**PROGRAM LEARNING OUTCOMES (PLOs)**

Students graduating with a B.A. in environmental studies will be able to:

PLO 1	Articulate key threats to the global environment, the scientific basis of the understanding of those threats, their underlying causes and implications for society
PLO 2	Articulate and apply key concepts to critical environmental problems including ecological limits, threshold effects, tragedy of the commons, and the interconnectedness of natural and human systems
PLO 3	Identify and apply a range of prominent tools and strategies to maintain and restore environmental quality and achieve sustainability
PLO 4	Describe and evaluate social justice and equity issues in the context of sustainable development
PLO 5	Identify, describe and assess the environmental and associated equity and justice implications of human actions including one's own
PLO 6	Apply quantitative and qualitative approaches to identify, analyze, and assess environmental problems.

**Year 1: 2018-2019**

1. Which PLO(s) to assess	PLO #3: Identify and apply a range of prominent tools and strategies to maintain and restore environmental quality and achieve sustainability
2. Is it aligned to an ILO?	Yes
3. If yes, list ILO.	#4: Collaboration and leadership
4. Course name and number	ENVT 410, Environmental Impact Analysis (Future Plan: asses in capstone ENVT 493 Environmental Projects or GEOG 499 if substituted for ENVT majors)
5. SLO from course	2. Identify the key steps involved in the environmental assessment/review process under both CEQA and NEPA

6. <i>Assessment activity</i>	Secondary assessment of team project reports
7. <i>Assessment Instrument</i>	Faculty rating of student achievement (outstanding, proficient, still developing)
8. <i>How data will be reported</i>	Quantitative and qualitative
9. <i>Responsible person(s)</i>	Geography and Environmental Studies Faculty
10. <i>Time (which semester(s))</i>	Spring 2019
11. <i>Ways of closing the loop</i>	Identified knowledge gaps will be addressed by targeted additions of relevant assignments.

### Year 2: 2019-2020

1. <i>Which PLO(s) to assess</i>	No assessment - suspended due to Covid per Senate policy
2. <i>Is it aligned to an ILO?</i>	
3. <i>If yes, list ILO.</i>	
4. <i>Course name and number</i>	
5. <i>SLO from course</i>	
6. <i>Assessment activity</i>	
7. <i>Assessment Instrument</i>	
8. <i>How data will be reported</i>	
9. <i>Responsible person(s)</i>	
10. <i>Time (which semester(s))</i>	
11. <i>Ways of closing the loop</i>	

### Year 3: 2020-2021

1. <i>Which PLO(s) to assess</i>	PLO 2: ENVT majors will articulate and apply key concepts to critical environmental problems including ecological limits, threshold effects, tragedy of the commons, and the interconnectedness of humans and natural systems
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	Communication; Sustainability
4. <i>Course name and number</i>	ENVT/GEOG 310 Literature Research and Methods
5. <i>SLO from course</i>	3. Identify and explain seminal ideas and concepts in geography and environmental studies

6. <i>Assessment activity</i>	Secondary assessment of responses to an exam question requiring demonstration of acquired knowledge and understanding of a key concept critical to environmental problems namely the Tragedy of the Commons (as a concept specifically mentioned in PLO 2)
7. <i>Assessment Instrument</i>	Review of exam responses using a rating of student achievement (Mastering, Advancing, Developing, Not Yet Developed)
8. <i>How data will be reported</i>	Quantitative score

9. <i>Responsible person(s)</i>	Geography and Environmental Studies faculty
10. <i>Time (which semester(s))</i>	Fall 2020
11. <i>Ways of closing the loop</i>	Identified knowledge gaps will be addressed by targeted additions of relevant assignments.

#### Year 4: 2021-2022

1. <i>Which PLO(s) to assess</i>	PLO #1 Articulate key threats to the global environment, the scientific basis of the understanding of those threats, their underlying causes and implications for society
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	Thinking and Reasoning; Communication; Sustainability
4. <i>Course name and number</i>	ENVT 493 Environmental Projects
5. <i>SLO from course</i>	3. Synthesize the results into an appropriate set of conclusions and recommendations.
6. <i>Assessment activity</i>	Secondary analysis of capstone project report.
7. <i>Assessment Instrument</i>	Faculty rating of student achievement using rubric (Mastering, Advancing, Developing, Not Yet Developed)
8. <i>How data will be reported</i>	Quantitative and qualitative
9. <i>Responsible person(s)</i>	Geography and Environmental Studies faculty
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	Address knowledge gaps by providing additional practical assignments, increase student collaboration with study groups.

#### Year 5: 2022-2023

1. <i>Which PLO(s) to assess</i>	PLO#1,#2,#3,#4,#5,#6
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	Thinking and Reasoning; Communication; Sustainability, Collaboration, Diversity
4. <i>Course name and number</i>	ENVT 493 Environmental Projects or GEOG 499 Senior Seminar in Geography if substituted for ENVT majors
5. <i>SLO from course</i>	<ol style="list-style-type: none"> <li>1. Develop a research plan to address an environmental issue, articulating a suitable goal, objectives, and research methods.</li> <li>2. Investigate the issue applying quantitative and/or qualitative methods appropriate to the issue.</li> <li>3. Synthesize the results into an appropriate set of conclusions and</li> </ol>

	<p>recommendations.</p> <ol style="list-style-type: none"> <li>4. Conduct research successfully as an individual and as a member of a group.</li> <li>5. Communicate the results of that research in a professional manner.</li> </ol>
<i>6. Assessment activity</i>	Secondary analysis of capstone project report.
<i>7. Assessment Instrument</i>	Faculty rating of student achievement using rubric (Mastering, Advancing, Developing, Not Yet Developed)
<i>8. How data will be reported</i>	Quantitative and qualitative
<i>9. Responsible person(s)</i>	Geography and Environmental Studies faculty
<i>10. Time (which semester(s))</i>	Spring
<i>11. Ways of closing the loop</i>	Address knowledge gaps by providing additional practical assignments, increase student collaboration with study groups.