## PROGRAM LEARNING OUTCOMES (PLOs)

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

<table>
<thead>
<tr>
<th>PLO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 1</td>
<td>Articulate key threats to the global environment, the scientific basis of the understanding of those threats, their underlying causes and implications for society</td>
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<tr>
<td>PLO 2</td>
<td>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</td>
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<tr>
<td>PLO 3</td>
<td>Identify and apply a range of prominent tools and strategies to maintain and restore environmental quality and achieve sustainability</td>
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<tr>
<td>PLO 4</td>
<td>Describe and evaluate social justice and equity issues in the context of sustainable development</td>
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<tr>
<td>PLO 5</td>
<td>Identify, describe and assess the environmental and associated equity and justice implications of human actions including one’s own</td>
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<tr>
<td>PLO 6</td>
<td>Apply quantitative and qualitative approaches to identify, analyze, and assess environmental problems.</td>
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### 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
<table>
<thead>
<tr>
<th>6. Assessment activity</th>
<th>Secondary assessment of team project reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Assessment Instrument</td>
<td>Faculty rating of student achievement (outstanding, proficient, still developing)</td>
</tr>
<tr>
<td>8. How data will be reported</td>
<td>Quantitative and qualitative</td>
</tr>
<tr>
<td>9. Responsible person(s)</td>
<td>Geography and Environmental Studies Faculty</td>
</tr>
<tr>
<td>10. Time (which semester(s))</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>11. Ways of closing the loop</td>
<td>Identified knowledge gaps will be addressed by targeted additions of relevant assignments.</td>
</tr>
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</table>

**Year 2: 2019-2020**

1. **Which PLO(s) to assess**
   - No assessment - suspended due to Covid per Senate policy

2. **Is it aligned to an ILO?**
   - Yes

3. **If yes, list ILO.**
   - Communication; Sustainability

4. **Course name and number**
   - ENVT/GEOG 310 Literature Research and Methods

5. **SLO from course**
   - PLO 3: Identify and explain seminal ideas and concepts in geography and environmental studies

6. **Assessment activity**
7. **Assessment Instrument**
8. **How data will be reported**
9. **Responsible person(s)**
10. **Time (which semester(s))**
11. **Ways of closing the loop**

**Year 3: 2020-2021**

1. **Which PLO(s) to assess**
   - 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. **Is it aligned to an ILO?**
   - Yes

3. **If yes, list ILO.**
   - Communication; Sustainability

4. **Course name and number**
   - ENVT/GEOG 310 Literature Research and Methods

5. **SLO from course**
   - 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

6. **Assessment activity**
7. **Assessment Instrument**
8. **How data will be reported**
9. **Responsible person(s)**
10. **Time (which semester(s))**
11. **Ways of closing the loop**
6. **Assessment activity**
   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. **Assessment Instrument**
   Review of exam responses using a rating of student achievement (Mastering, Advancing, Developing, Not Yet Developed)

8. **How data will be reported**
   Quantitative score

9. **Responsible person(s)**
   Geography and Environmental Studies faculty

10. **Time (which semester(s))**
    Fall 2020

11. **Ways of closing the loop**
    Identified knowledge gaps will be addressed by targeted additions of relevant assignments.

### Year 4: 2021-2022

1. **Which PLO(s) to assess**
   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. **Is it aligned to an ILO?**
   Yes

3. **If yes, list ILO.**
   Thinking and Reasoning; Communication; Sustainability

4. **Course name and number**
   ENVT 493 Environmental Projects

5. **SLO from course**
   3. Synthesize the results into an appropriate set of conclusions and recommendations.

6. **Assessment activity**
   Secondary analysis of capstone project report.

7. **Assessment Instrument**
   Faculty rating of student achievement using rubric (Mastering, Advancing, Developing, Not Yet Developed)

8. **How data will be reported**
   Quantitative and qualitative

9. **Responsible person(s)**
   Geography and Environmental Studies faculty

10. **Time (which semester(s))**
    Spring

11. **Ways of closing the loop**
    Address knowledge gaps by providing additional practical assignments, increase student collaboration with study groups.

### Year 5: 2022-2023

1. **Which PLO(s) to assess**
   PLO#1,#2,#3,#4,#5,#6

2. **Is it aligned to an ILO?**
   Yes

3. **If yes, list ILO.**
   Thinking and Reasoning; Communication; Sustainability, Collaboration, Diversity

4. **Course name and number**
   ENVT 493 Environmental Projects or GEOG 499 Senior Seminar in Geography if substituted for ENVT majors

5. **SLO from course**
   1. Develop a research plan to address an environmental issue, articulating a suitable goal, objectives, and research methods.
   2. Investigate the issue applying quantitative and/or qualitative methods appropriate to the issue.
   3. Synthesize the results into an appropriate set of conclusions and
| recommendations. | 4. Conduct research successfully as an individual and as a member of a group.  
5. Communicate the results of that research in a professional manner. |
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