**Annual Assessment Report**

***Environmental Science Major***

2018-2019

**I. *Program Assessment Meetings***

The annual Environmental Science (ENVR) assessment meeting took place via email because Niamh O’ Leary is on sabbatical. Jackie Schnurr served as Major Chair. Numerous informal conversations and exchanges related to assessment always take place throughout the academic year.

We discussed the items covered in this assessment report.

**II. *Closing the Loop***

As outlined in our 2018 assessment report this year (2018-2019) Niamh O’Leary was out on sabbatical so Jackie Schnurr analyzed a course element from BIOL 119L (Ecology & Evolution), which is another introductory course that all ENVR majors take. We focused on the course objective #11) Prepare a research report in the standard style of such reports in the literature of ecology and evolution.

Also, we had additional assessment focuses for the year that were generated based on past assessment reflections.

* The current assessment plan has many strengths, but is very detailed. Although we considered whether a simpler, more streamlined, assessment plan might serve our work better, we concluded that our assessment plan includes all the information that is required, as mentioned by the Middle States visiting team in April 2019.
* The goals driving our assessment work were developed with ENVR majors in mind. However, courses in the program serve more and more non-majors. We have concluded that assessment of the new general education program will provide a natural avenue for better assessing elements such as science courses that serve non-majors.
* It would be ideal to determine how to use Moodle to help us with assessment work….this is still true, and will be a continuing focus of our work for the next few years.

**III. *Examination of Data Collected for This Year’s Targeted Learning Outcomes***

Students wrote a lab report using current scientific literature and were expected to use the scientific method to communicate their results by writing a scientific article. Of the 28 students in the class, 6 (21%) never even turned in the assignment. Of those that did, 31% got A’s, 4.5% got B’s, 9% got C’s, 14.5% got D’s, and 41% got F’s. Therefore, the students were not successful at the 70% benchmark for this assignment. Obviously this assignment didn’t work as planned.

**IV. *Program Changes for the Upcoming Year***

Data presented in III above suggest that improvements can be made in how writing assignments are assigned and evaluated. For the future there will be more guidance throughout the writing process, including having students write and hand in each section of the lab report separately and allowing them to have a rough draft.

**V. *Action Plan for the Upcoming Year (2019-2020)***

Continue to examine and review course elements in introductory course(s) to make sure that they are explicitly tied to assessment outcomes of the major. Specifically, we will analyze course objective #2 in ENVR 131 (Understand Earth processes and their implications for the environment) as well as course objective #11) Prepare a research report in the standard style of such reports in the literature of ecology and evolution, from BIOL 119L.

Also, we will revisit the plan from last year of how to use Moodle to help us with assessment work.

**VI. *The Updated Assessment Plan***

The updated 2019 assessment plan is submitted as a separate document. Below are some changes made this year:

* In compliance with EPC’s request we have emphasized the alignment between the program’s goals and the college’s learning goals.
* In compliance with EPC’s request we have included a curriculum map.