

CALS Outcomes Assessment: Environmental Awareness

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Committee Charge

The committee was asked to develop a process whereby CALS departments could determine whether CALS environmental awareness outcomes are being met. We propose that departments follow a process similar to that recommended for previous assessments (e.g. communications, problem solving/critical thinking) using a direct summative approach (Figure 1).

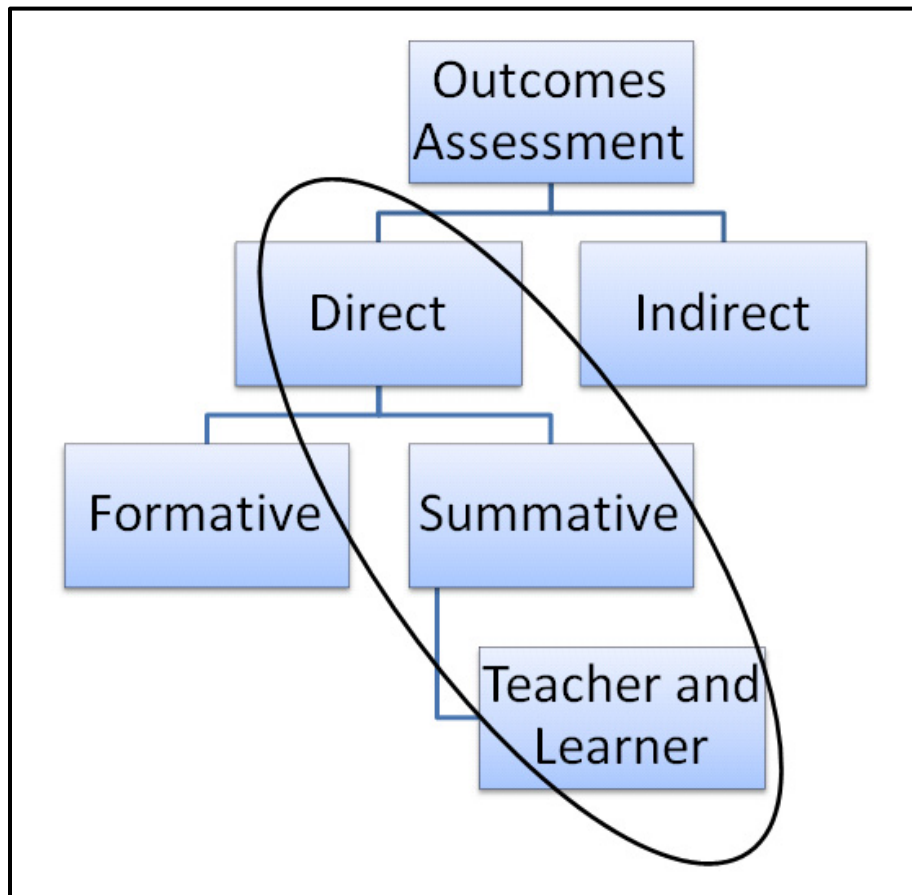


Figure 1. Relationship of direct and indirect outcomes assessment as well as the relationship of formative and summative assessment approaches. The circled pathway is the recommended approach for assessment of environmental awareness.

Process for summative assessment:

- Select artifacts (assignments/experiences) that represent a “high” level of emphasis. Because this is a summative assessment, most likely the student will have submitted the artifact as a senior or upper level student in an upper level/capstone class.
- Assess the environmental awareness of the students using a rubric. An examples rubric is attached. The Department is not required to use this rubric, but must submit a copy of the rubrics that were used.
- Each department (or program) will be required to provide a report to the CALS SOA Committee by June 1, 2014 that will include:
 - Information about the artifact(s) that was/were assessed: the class, semester, number of artifacts, student year (i.e. senior, junior, etc)
 - A description of the assignment that produced the artifacts
 - A copy of the rubric(s) that was/were used
 - Results: percent of students who met the environmental awareness outcomes for each performance level and category
 - An action plan for continuous improvement.

We also encourage departments (programs) to conduct formative assessment in the following manner:

- Select an assignment/experience that represents a “high” level of environmental awareness emphasis for classes at each curriculum level (i.e. 100, 200, 300, 400).
- Assess the environmental awareness of the students using the attached or a similar rubric.
- Develop a plan for addressing critical educational needs at each level to lead to acceptable competency before graduation.