

Environmental Studies ASSESSMENT MAP

Version Date: FALL 2023

| LEARNING OUTCOME | COURSE | ACTIVITY | MEASURE/RUBRIC | CRITERIA FOR SUCCESS** | WHO WILL MEASURE | WHEN |
|--|----------|---|---|--|--|----------|
| PLO 1. Synthesize scientific and humanistic studies through practical environmental application. | ESI 4020 | Portfolio: Capstone Project | ESI 4020 Capstone rubric based on modified AAC&U Rubrics: Written Communication + Civic Engagement WRITTEN | 85% students earn satisfactory or above on modified AAC&U Rubric: Written Communication + Civic Engagement | Capstone Supervisor + another PLNU faculty | Annually |
| PLO 2. Locate, evaluate, and effectively use information to address environmental concerns. | ESI 4020 | Portfolio: Major Research Paper and/or Project Proposal/Action Plan | AAC&U Rubrics: Information Literacy | 85% students earn satisfactory or above on AAC&U Rubric: Information Literacy | At least two PLNU faculty | Annually |
| PLO 3. Identify and articulate sociocultural dynamics as they relate to the natural world. | ESI 4020 | Portfolio: Reflection Essay and/or Learning Artifact | ESI 4020 Capstone rubric based on modified AAC&U Rubrics: Critical Thinking + Intercultural Knowledge + Lifelong Learner CRITICAL THINKING | 85% students earn satisfactory or above on Modified AAC&U Rubric: Critical Thinking + Intercultural Knowledge + Lifelong Learner | At least two PLNU faculty | Annually |
| PLO 4. Present analysis to formal audiences, demonstrating appropriate strategies for audience engagement and oral communication. | ESI 4020 | Final Oral Presentation | AAC&U Rubrics: Oral Communication | 85% students earn satisfactory or above on AAC&U Rubric: Oral Communication | At least two PLNU faculty | Annually |

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|---|-------------------|-----------------------|--------|---|----------------------|---------|
| PLO 5. Identify and secure post-graduate studies or careers in environmental fields. | Post-grad careers | Post-graduate careers | Survey | 70% of ESI alumni work in broad environmental field | ESI program director | 3 years |
|---|-------------------|-----------------------|--------|---|----------------------|---------|

Environmental Studies ASSESSMENT MAP

Version Date: FALL 2021

| LEARNING OUTCOME | COURSE | ACTIVITY | MEASURE/RUBRIC | CRITERIA FOR SUCCESS** | WHO WILL MEASURE | WHEN |
|--|----------|--|--|--|--|--------|
| PLO 1. Synthesize scientific and humanistic studies through practical environmental application. | ESI 4020 | Portfolio/Capstone Project | AAC&U Rubrics: Written Communication + Civic Engagement (modified) | 85% students earn satisfactory or above on AAC&U Rubric: Written Communication + Civic Engagement (modified) | Capstone Supervisor + another PLNU faculty | Annual |
| PLO 2. Locate, evaluate, and effectively use information to address environmental concerns. | ESI 4020 | Portfolio/Major Research Paper and/or Project Proposal/Action Plan | AAC&U Rubrics: Information Literacy | 85% students earn satisfactory or above on AAC&U Rubric: Information Literacy | At least two PLNU faculty | Annual |
| PLO 3. Identify and articulate sociocultural dynamics as they relate to the natural world. | ESI 4020 | Portfolio/Reflection Essay and/or Learning Artifact | AAC&U Rubrics: Critical Thinking + Intercultural Knowledge + Lifelong Learner (modified) | 85% students earn satisfactory or above on AAC&U Rubric: Critical Thinking + Intercultural Knowledge + Lifelong Learner (modified) | At least two PLNU faculty | Annual |
| PLO 4. Present analysis to formal audiences, demonstrating appropriate strategies for audience engagement and oral communication. | ESI 4020 | Final Oral Presentation | AAC&U Rubrics: Oral Communication | 85% students earn satisfactory or above on AAC&U Rubric: Oral Communication | At least two PLNU faculty | Annual |

Program Learning Outcomes

Students who complete the program in Environmental Studies will be able to:

1. **Synthesize (Synthesis, Application) scientific and humanistic studies through practical environmental application.** [Civic Engagement, Critical Thinking, Written Communication] DPQ: ACL, CGL
2. **Locate, evaluate, and effectively use (Application, Evaluation) information to address environmental concerns.** [Written Communication, Information Literacy, Critical Thinking] DPQ: SK, BIK, IS
3. **Identify and articulate (Knowledge, Comprehension & Analysis) sociocultural dynamics as they relate to the natural world.** [Quantitative Reasoning, Critical Thinking, Intercultural Knowledge] DPQ: BIK, CGL
4. **Present (Evaluation, Application) analysis to formal audiences, demonstrating appropriate strategies for audience engagement and oral communication.** [Oral Communication, Written Communication] DPQ: SK, IS
5. **Identify and secure (Application) post-graduate studies or careers in environmental fields.** [70% Percent of alumni who have work in the broad environmental field] – evaluate 3 years

DQP - DEGREE QUALIFICATION PROFILE – CATEGORIES OF LEARNING

Intellectual Skills

Intellectual Skills define proficiencies that transcend the boundaries of particular fields of study: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.

Specialized Knowledge

What students in any specialization should demonstrate with respect to the specialization, often called the major field. All fields call more or less explicitly for proficiencies involving terminology, theory, methods, tools, literature, complex problems or applications and cognizance of limits.

Applied and Collaborative Learning

Applied learning suggests what graduates can do with what they know. This area focuses on the interaction of academic and non-academic settings and the corresponding integration of theory and practice, along with the ideal of learning with others in the course of application projects.

Broad and Integrative Knowledge

Students integrate their broad learning by exploring, connecting and applying concepts and methods across multiple fields of study to complex questions—in the student's areas of specialization, in work or other field-based settings and in the wider society.

Civic and Global Learning

Civic and Global Learning proficiencies rely principally on the types of cognitive activities (describing, examining, elucidating, justifying) that are within the direct purview of the university, but they also include evidence of civic activities and learning beyond collegiate settings. These proficiencies reflect the need for analytic inquiry and engagement with diverse perspectives.