

**Colonnade FOUNDATIONS Assessment
2021-2022**

Ogden College of Science and Engineering

Earth, Environmental, and Atmospheric Sciences

Environmental, Sustainability, and Geographic Studies (5009)

Dr. Maragret Gripshover and Dr. Leslie North

Please select the option(s) that best describe all sections of this course (you may select more than one):

☒ Taught 100% face to face

☐ Taught 100% online

☐ Mix of online and face to face

☐ Includes dual credit

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate the ability to write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.		
Measurement Instrument 1	Direct Measurement: Capstone Research Written Proposal and Oral Presentation		
Criteria for Student Success	In a multi-chapter proposal, students must demonstrate the ability to successfully develop and design an original research project. Students must incorporate spatial data analysis and qualitative and quantitative data collection common in the geosciences. They must place their research within an appropriate methodological and/or technological framework and provide evidence to support their arguments through a complete and comprehensive literature review. Students must also prepare and present their proposed work to their peers and a selection of department faculty, including the course instructor.		
Program Success Target for this Measurement	75% of students in the program will have earned 4/5 on 'Context and Purpose of Writing' and 'Genre and Disciplinary Conventions' on the rubric.	Percent of Program Achieving Target	Insert the actual percentage of students reaching the target for this measure (ex. 78% of students in the program will have earned 4/5 on the rubric.
Methods	100% of research proposals and presentations completed in the GEOG 300 course during AY22 were examined (n = XX). Research proposals and presentations are graded by the course instructor, with presentation feedback also provided by selected program faculty.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
As we to improve our assessment practices and make them more meaningful and effective, it's important to craft a plan for the following year's assessment – this process assists in “closing the loop” and explains, based on the current data, how you might shift your assessment practice the following year. Whatever your plan is, provide a narrative, in			

future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results – the target scores are just indicators.** Feel free to use more qualitative indicators or observations as appropriate. Please include any discussion about differences in mode of delivery and/or delineation regarding changes to the assessment process that might need to occur based on that modality (e.g. online versus face to face)

Student Learning Outcome 2

Student Learning Outcome	Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare presentations and written scholarly texts.		
Measurement Instrument 1	Direct Measurement: Capstone Research Written Proposal and Oral Presentation		
Criteria for Student Success	In a multi-chapter proposal, students must demonstrate the ability to successfully develop and design an original research project. Students must incorporate spatial data analysis and qualitative and quantitative data collection common in the geosciences. They must place their research within an appropriate methodological and/or technological framework and provide evidence to support their arguments through a complete and comprehensive literature review. Students must also prepare and present their proposed work to their peers and a selection of department faculty, including the course instructor.		
Program Success Target for this Measurement	75% of students in the program will have earned 4/5 on 'Use of Sources' on the rubric.	Percent of Program Achieving Target	Insert the actual percentage of students reaching the target for this measure (ex. 78% of students in the program will have earned 4/5 on the rubric.
Methods	100% of research proposals and presentations completed in the GEOG 300 course during AY22 were examined (n = XX). Research proposals and presentations are graded by the course instructor, with presentation feedback also provided by selected program faculty.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

Student Learning Outcome 3

Student Learning Outcome	Students will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response.
Measurement Instrument 1	NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.
Criteria for Student Success	

Program Success Target for this Measurement	75% of students in the program will have earned 4/5 on 'Evidence' on the rubric.	Percent of Program Achieving Target	Insert the actual percentage of students reaching the target for this measure (ex. 78% of students in the program will have earned 4/5 on the rubric.
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

Student Learning Outcome 4			
Student Learning Outcome	Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.		
Measurement Instrument 1	NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.		
Criteria for Student Success			
Program Success Target for this Measurement	75% of students in the program will have earned 4/5 on 'Control of Syntax and Mechanics' on the rubric.	Percent of Program Achieving Target	Insert the actual percentage of students reaching the target for this measure (ex. 78% of students in the program will have earned 4/5 on the rubric.
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			