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| **Colonnade FOUNDATIONS Assessment**  **2023-2024** | | |
| *Ogden College of Science and Engineering* | *Earth, Environmental, and Atmospheric Sciences* | |
| *Environmental, Sustainability, and Geographic Studies (5009)* | | |
| *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 | |

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| **Colonnade Learning Outcome 1** | | | | | |
| **Colonnade 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 | | | | |
| **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. | | | | |
| **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** | 76% | |
| **Methods** | 100% of research proposals completed in the GEOG 300 course during AY24 were examined (n = 46). 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.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| As this outcome was achieved, we have no intended changes to the GEOG 300 course to meet this outcome next academic year. We are constantly improving and updating our curriculum and methods/tools discussed in the class to meet our students’ needs. If deficiencies in any area arise, we are nimble and effective in our responses to our programmatic needs. There are no intended changes in the modality of this course; it will remain face-to-face in AY25. | | | | | |

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| **Colonnade Learning Outcome 2** | | | | | |
| **Coloannde 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** | 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. | | | | |
| **Criteria for Student Success** | Direct Measurement: Capstone Research Written Proposal | | | | |
| **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** | 85% | |
| **Methods** | 100% of research proposals completed in the GEOG 300 course during AY24 were examined (n = 46). 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.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| As this outcome was achieved, we have no intended changes to the GEOG 300 course to meet this outcome next academic year. We are constantly improving and updating our curriculum and methods/tools discussed in the class to meet our students’ needs. If deficiencies in any area arise, we are nimble and effective in our responses to our programmatic needs. There are no intended changes in the modality of this course; it will remain face-to-face in AY25. | | | | | |

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| **Colonnade Learning Outcome 3** | | | | | |
| **Coloannde 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** | 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. | | | | |
| **Criteria for Student Success** | Direct Measurement: Capstone Research Written Proposal | | | | |
| **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** | 85% | |
| **Methods** | 100% of research proposals completed in the GEOG 300 course during AY24 were examined (n = 46). 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 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| As this outcome was achieved, we have no intended changes to the GEOG 300 course to meet this outcome next academic year. We are constantly improving and updating our curriculum and methods/tools discussed in the class to meet our students’ needs. If deficiencies in any area arise, we are nimble and effective in our responses to our programmatic needs. There are no intended changes in the modality of this course; it will remain face-to-face in AY25. | | | | | |

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| **Colonnade Learning Outcome 4** | | | | | |
| **Coloannde 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** | 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. | | | | |
| **Criteria for Student Success** | Direct Measurement: Capstone Research Written Proposal | | | | |
| **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** | 76% | |
| **Methods** | 100% of research proposals completed in the GEOG 300 course during AY24 were examined (n = 46). 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 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| As this outcome was achieved, we have no intended changes to the GEOG 300 course to meet this outcome next academic year. We are constantly improving and updating our curriculum and methods/tools discussed in the class to meet our students’ needs. If deficiencies in any area arise, we are nimble and effective in our responses to our programmatic needs. There are no intended changes in the modality of this course; it will remain face-to-face in AY25. | | | | | |

**WRITTEN COMMUNICATION (WC)**

**SLO ASSESSMENT RUBRIC**

**Adapted from AAC&U LEAP VALUE Rubrics**

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| **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.** | | | | |
|  | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Context and Purpose for Writing** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience’s perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Genre and Disciplinary Conventions** | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |
| **Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.** | | | | |
|  | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Use of Sources** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **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.** | | | | |
|  | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Evidence** | Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question. |
| **Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.** | | | | |
|  | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

*Evaluators are encouraged to assign a zero to any work that does not meet the benchmark-level performance.*