

## **2012-2013 Assessment Snapshot for Environmental Education - Academic Certificate**

[Learning Outcomes](#)    2012-2013 Snapshot (read only)    [2013-14 Current Cycle](#)    [2014-15 Next Cycle](#)

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<b>Learning Outcome (s)</b>	<b>Assessment Tools and Procedures</b>	<b>Benchmarks</b>	<b>Findings</b>	<b>Curricular and Co-Curricular Changes to be Made</b>
Through independent learning and collaborative study, attain, use and develop knowledge in the ecology, teaching theory and leadership theory.	<p><b>Direct Measure</b> Portfolio</p> <p><b>Indirect Measure</b> K12 Student pre-post evaluation</p> <p><b>Student Interviews</b> Student Interviews</p>	<p><b>Direct Benchmarks</b> 90% of students will score at least a 80 out of 100 possible points on the portfolio rubric, demonstrating growth in ecology, leadership and teaching methods.</p> <p><b>Indirect Benchmarks</b> K12 students will show a statistically significant difference in test scores from T1 to T2 when compared to a control group.</p>	<p><b>Direct Findings</b> 100% of students achieved at least 80 out of 100 possible points on a portfolio presentation.</p> <p><b>Indirect Findings</b> K12 students demonstrated a increase in attitudes towards science and a "science identity". K12 students showed a statistically significant increase in science process skills and content knowledge on a pre and post program evaluation.</p> <p><b>Face-to-Face Findings</b> 100 % of graduate students demonstrated proficiency in teaching during their practicum.</p>	<p>We continue to increase the rigor of our courses and improve content offerings based on student feedback. More hands on time in the ecology course, more action research opportunities in the education course and more direct application of leadership theory to their learning community.</p>

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<p>Use multiple thinking strategies to identify and examine real-world examples of theories explored in coursework and their implications for teaching, leadership and ecological understanding.</p> <hr/>	<p><b>Direct Measure</b> Portfolio/Observation debrief</p> <p><b>Indirect Measure</b></p> <p><b>Student Interviews</b> Class interviews</p>	<p><b>Direct Benchmarks</b> 90% of students will score at least a 80 out of 100 possible points on the portfolio rubric, demonstrating growth in ecology, leadership and teaching methods.</p> <p><b>Indirect Benchmarks</b> In teaching observations, students will articulate understanding of the application of theories of leadership, ecology and teaching and their application to real world situations.</p>	<p><b>Direct Findings</b> 100 % of students successfully communicated learning outcomes through portfolio presentations.</p> <p><b>Indirect Findings</b> Students were able to articulate how they put theory into practice and used theory to inform practice through teaching observations.</p> <p><b>Face-to-Face Findings</b> During observation debriefs, students are able to explain how they used theory to guide their practice.</p>	<p>We are working on the "coaching" structure to make sure that all of our grad students get good feedback on their teaching that includes reflective conversations about the application of theory to their practice. We are revising the spring curriculum to support the development of skills beyond those immediately needed for field instruction.</p>

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<p>Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.</p> <hr/>	<p><b>Direct Measure</b> Teaching observations; Class presentations</p> <p><b>Indirect Measure</b> Indirect Measure: Teacher evaluations</p> <p><b>Student Interviews</b></p>	<p><b>Direct Benchmarks</b> Students will show clear improvement over the course of two semesters in their delivery of content and use of appropriate teaching methods for K12 students On a post-program evaluation, 90% of teachers will agree with the statement "Instructors were well prepared and effective educators".</p> <p><b>Indirect Benchmarks</b></p>	<p><b>Direct Findings</b> 100% of teachers agreed or strongly agreed with the statement "MOSS graduate students are effective teachers" on a post program survey.</p> <p><b>Indirect Findings</b></p> <p><b>Face-to-Face Findings</b></p>	<p>We are strengthening the "coaching" structure to ensure quality feedback for all of our graduate students. This includes more formalized observations and debriefs with discussion of communication proficiency. We are also focusing on better feedback on written and oral communication.</p>

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<p>Explore one's professional identity through transformational experiences that foster an awareness of self, relationships and diverse perspectives.</p>	<p><b>Direct Measure</b> portfolio; weekly team debriefs Focus Discussion:</p> <p><b>Indirect Measure</b> weekly teaching journals</p> <p><b>Student Interviews</b></p>	<p><b>Direct Benchmarks</b> Students will clearly demonstrate awareness of self and group relationships through weekly team debriefs and end of semester portfolio.</p> <p><b>Indirect Benchmarks</b></p>	<p><b>Direct Findings</b> Students were challenged to apply theoretical constructs about self and group awareness to resolve interpersonal team issues last spring. We realized that we might need to provide more scaffolding for students so that they are held accountable for doing this kind of work on their own.</p> <p><b>Indirect Findings</b></p> <p><b>Face-to-Face Findings</b></p>	<p>We will be providing more accountability mechanisms including peer feedback to make sure that the group is taking responsibility for their interactions with each other as professionals.</p>

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<p>Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world and a service-oriented commitment to advance and sustain local and global communities.</p> <hr/>	<p><b>Direct Measure</b> Portfolio Service projects</p> <p><b>Indirect Measure</b></p> <p><b>Student Interviews</b></p>	<p><b>Direct Benchmarks</b> Students will work collaboratively to plan and implement three service projects through the course of the year that involve members of the community.</p> <p><b>Indirect Benchmarks</b></p>	<p><b>Direct Findings</b> Students successfully completed three service projects.</p> <p><b>Indirect Findings</b></p> <p><b>Face-to-Face Findings</b></p>	<p>Service opportunities are being strengthened in each of the certificate courses.</p>

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<p>Students will develop and communicate a proposal for a project that integrates and demonstrates understanding of key principles learned through experiences and coursework within the program.</p> <hr/>	<p><b>Direct Measure</b> Proposal presentation</p> <p><b>Indirect Measure</b></p> <p><b>Student Interviews</b></p>	<p><b>Direct Benchmarks</b> Students will successfully communicate a plan for conducting a project, as judged by a proposal rubric.</p> <p><b>Indirect Benchmarks</b></p>	<p><b>Direct Findings</b> All students successfully developed project proposals.</p> <p><b>Indirect Findings</b></p> <p><b>Face-to-Face Findings</b></p>	<p>We are considering revising the project and portfolio timeline so that students present their project as part of an overall portfolio presentation in their third semester. This will streamline presentation and professional development expectations.</p>

## Evaluation Questions

**Discuss your progress on the actions identified in your Assessment plan for 2011-12.**

We implemented a new course in the spring that was very effective in the curriculum though we had some logistical and communication challenges in pulling it off as it was a new course co-instructed by five instructors. We implemented a new observation rubric and revised our portfolio rubric to reflect the certificate outcomes.

**In what ways were the changes you made in 2011-12 effective in improving your program?**

The changes have been very effective in better aligning our coursework and practicum experiences with the overall goals of the certificate. We will continue to improve the coaching process and communication with respect to CSS 566 our new spring course.



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