

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Environmental Science BS

As of: 11/17/2016 11:08 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

Preparation of environmental science work force with very high level of work quality, problem solving skills, and capability for integration and the application of knowledge gained to enhance environmental quality and sustainability.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Work force with high level of work quality, problem solving skills and practical application of theoretical knowledge.

- (1) Students will demonstrate high level of work quality.
- (2) Students will demonstrate problem solving skills.
- (3) Students will demonstrate practical application of theoretical knowledge gained.

Related Measures

M 1: Internship evaluation (ENVS 472) specifically on the three areas work quality, problem solving skills, and practical application

Until now, the ENVS 472 (3, 0, 3) is a mandatory course for the environmental science students. Each student has to do an internship with off-campus agency/organization for 200 hours to complete this course. The supervisors/cooperators of the students are requested to rate their respective interns in terms of various criteria including attendance, punctuality, general attitude, work quality, appearance, attitude toward suggestions, initiative, problem solving skills, practical application of theoretical knowledge, and professionalism. Rating is done 1 - 5, 5 the best. The average scores on work quality, problem solving skills, and practical application will be used as measures of the assessment.

Source of Evidence: Field work, internship, or teaching evaluation

Target:

75% or more students receive "Excellent", on work quality, problem solving skills, and practical application of theoretical knowledge.

Finding (2015-2016) - Target: Not Met

Based on the cooperator's evaluation of a total of 10 students taking ENVS 472 course in 2015-2016 academic year, we do not have satisfactory results for meeting our target of 75% or more students receive "excellent" on Work Quality, Problem Solving Skills, and Practical Application of Theoretical Knowledge. In 2015-2016 cycle, the proportion of students receiving "excellent" on Work Quality, Problem Solving Skills, and Practical Application of the Theoretical Knowledge respectively was 70%, 70% and 60%, which was a good improvement compared to the last cycle in which only 66.7%, 55.5% and 44.4% of the total students had received "excellent" respectively on Work Quality, Problem Solving Skills, and Practical Application. In 2015-2016 cycle, the proportion of students receiving "above average" on Work Quality, Problem Solving, and Application of Theoretical Knowledge, respectively was 30%, 30% and 40%. These results suggest that there was a good improvement on student's performance in this cycle as compared to the previous cycle, but we

still have to continue working on improving student learning to meet our target of 75% or more students receive "excellent" on Work Quality, Problem Solving Skills, and Practical Application of Theoretical Knowledge in 2016-2017 cycle.

Related Action Plans (by Established cycle, then alpha):

Orientation to internship course

The major reason for not meeting the target this year appears that students were not clear about the internship course as well as they were not aware of evaluation criteria by their cooperators when they started their internships. Therefore, in order to improve our assessment for 2016-2017 Cycle, we will give one-hour orientation explaining internship course and evaluation criteria to our ENVS 472 Students before they start their internships.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Internship evaluation (ENVS 472) specifically on the three areas work quality, problem solving skills, and practical application | **Outcome/Objective:** Work force with high level of work quality, problem solving skills and practical application of theoretical knowledge.

Implementation Description: Students will be given a good orientation of the course,

Projected Completion Date: 08/2016

Responsible Person/Group: Dr. Durga D Poudel

Additional Resources: None

Academic Year 2015-2016 Cooperator Rating of Student Intern forms will be assembled and analysed

The cooperators of a student interns evaluate their interns. The evaluation forms will be collected at the end of the Spring 2013 semester and data will be generated and analysed for the measurement of successes.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Internship evaluation (ENVS 472) specifically on the three areas work quality, problem solving skills, and practical application | **Outcome/Objective:** Work force with high level of work quality, problem solving skills and practical application of theoretical knowledge.

Measure: Internship evaluation by the cooperator. | **Outcome/Objective:** Work force with high level of work quality, problem solving skills and practical application of theoretical knowledge.

Implementation Description: 12 student interns's cooperator ratings were analysed for the work quality, problem solving skills, and the practical application of the theoretical knowledge.

Projected Completion Date: 07/2016

Responsible Person/Group: Environmental Science faculty

Additional Resources: None

M 2: Internship evaluation by the cooperator.

Measures:

Success will be considered if > 80% of the student intern receive excellent on:

- (1) Work quality
- (2) Problem solving skills, and
- (3) Application of theoretical knowledge

Source of Evidence: Field work, internship, or teaching evaluation

Target:

Success will be considered if >80% of the student intern enrolled on ENV5 472 receive "excellent" on work quality, problem solving skills, and the application of theoretical knowledge.

Related Action Plans (by Established cycle, then alpha):

Academic Year 2015-2016 Cooperator Rating of Student Intern forms will be assembled and analysed

The cooperators of a student interns evaluate their interns. The evaluation forms will be collected at the end of the Spring 2013 semester and data will be generated and analysed for the measurement of successes.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Internship evaluation (ENV5 472) specifically on the three areas work quality, problem solving skills, and practical application | **Outcome/Objective:** Work force with high level of work quality, problem solving skills and practical application of theoretical knowledge.

Measure: Internship evaluation by the cooperator. | **Outcome/Objective:** Work force with high level of work quality, problem solving skills and practical application of theoretical knowledge.

Implementation Description: 12 student interns's cooperator ratings were analysed for the work quality, problem solving skills, and the practical application of the theoretical knowledge.

Projected Completion Date: 07/2016

Responsible Person/Group: Environmental Science faculty

Additional Resources: None

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

The findings were emailed to the faculty and staff.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

Orientation to internship course was done, and the results were much better this year compared to the previous year.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

It appears that it is relatively easier to improve results on "work quality" and "problem solving skills", but the real problem lies on improving results on "practical application of theoretical knowledge". It means we may have to give additional emphasis on hands-on learning, practical education, and laboratory skills.