Department of Environmental Studies M.Ed. Residency: Master Assessment Plan

Department: Environmental Studies
Program: Master of Education in Environmental Education, Residency option
Assessment Coordinator: Gene Myers / Gigi Berardi

The goal of the Masters of Education in Environmental Education is designed to support Huxley College of the Environment and the Department of Environmental Studies missions:

Huxley College of the Environment Mission

Huxley College of the Environment addresses today's environmental issues and prepares tomorrow's interdisciplinary problem solvers. We accomplish this mission by integrating outstanding educational programs, faculty-student collaboration, applied research, and professional and community service.

Department of Environmental Studies Mission

The Environmental Studies Department fosters excellence in applied interdisciplinary environmental problem solving by providing undergraduate and graduate students with learning and leadership challenges at crucial human interfaces with natural/ ecological systems.

The department is guided by the following values:

- collaboration between faculty and students and across disciplines, professions, sectors of society, and divergent points of view;
- critical, integrative, and innovative systems thinking and action;
- creation of excellent learning communities;
- rigor, significance, and originality in applied and basic scholarly work; and
- a broad humanistic outlook.

Graduates of the department’s programs understand:

- how socio-ecological systems change across time and place;
- how to analyze complex issues and diverse stakeholder perspectives;
- how to produce, interpret and apply research in a solution-oriented context; and
- how to ethically evaluate social priorities and their risks.

Graduates are ecologically literate, life-long learners, good communicators, and are experienced in collaborative problem solving. They possess skills needed for entry into environmental professions or advanced study. The department pursues these ends through partnerships with, and service to, NGO’s, businesses, governmental agencies, civil society and other institutions at the local, state, regional, national and international levels.

M.Ed. in Environmental Education Mission: to engage, support, and prepare graduates in traditional, current, and emerging forms of environmental education in order to make positive change.
Environmental Education M.Ed. in EE (Residency) Student Learning Objectives:
Upon graduation, Environmental Education majors will be able to:

ENVEDR 1 Thoroughly and insightfully understand, apply, and analyze, evaluate, and communicate the goals, theories, and foundations of environmental education in the context of wider environment-society discourses and practices.
ENVEDR 2 Identify and describe the natural history of a specific region by employing inquiry approaches and methods of the natural sciences, with the aim of being able to extend these skills to the ecologies of other regions.
ENVEDR 3 Understand the human dimensions and contexts of environmental issues including cultural, psychological and other issue-related aspects as they are co-constituted with natural system dynamics.
ENVEDR 4 Create and administer effective environmental education curricula, in order to engage students in learning information such as the above.
ENVEDR 5 Develop a teaching practice that includes instructional design, assessment of learning, and reflection, and demonstrate proficiency in teaching and supporting others in developing as teachers.
ENVEDR 6 Design and conduct of evaluations of environmental education curricula and programs.
ENVEDR 7 Understand principles, and develop and practice skills, related to non-profit administration and management as they relate to creating and sustaining non-governmental organizations and programs.
ENVEDR 8 Explore and critique concepts of organizational and community leadership as they relate to environmental education.
ENVEDR 9 Create and present a professional portfolio of original work that combines experience and academic research to convey a personal philosophy of environmental education.

Courses referred to in table below are all the required courses in this degree:
ENVS 580, Place-based Learning in the North Cascades
ENVS 581, Practicum in Teaching Natural and Cultural History
ENVS 582, Curriculum in Environmental Education
ENVS 583, Natural History and Science of the North Cascades
ENVS 584, Leadership and Nonprofit Administration
ENVS 585, Environmental Education Foundations
ENVS 501, Research and Projects in Environmental Studies
ENVS 587, Conservation Psychology
ENVS 588, Assessment, Evaluation and Research in Environmental Education
ENVS 589, Professional Writing and Presentation
<table>
<thead>
<tr>
<th>Measures</th>
<th>SLO’s Assessed</th>
<th>Use of the Information</th>
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</thead>
<tbody>
<tr>
<td>Assessment of ENVS 582 EE Philosophy paper &amp; ENVS 585 paper</td>
<td>ENVEDR 1</td>
<td></td>
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<tr>
<td>Assessment of ENVS 583 natural history project</td>
<td>ENVEDR 2</td>
<td></td>
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<tr>
<td>&lt;no present project targeting this; maybe ENVS 587 papers?&gt;</td>
<td>ENVEDR 3</td>
<td></td>
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<tr>
<td>Assessment of ENVS 582 curriculum project presentations according to rubric based on course objectives</td>
<td>ENVEDR 4</td>
<td>Examination and discussion of student products through collaborative approach among the community of instructors involved in the M.Ed. Res. program, leading to recommendations for better achievement of SLO and integration of this SLO with students’ overall personal development and professional identity as an environmental educator. Recommendations for improvement shared with Grad Program Committee and Department Chair. Future improvements instituted are to be documented by instructor and other faculty.</td>
</tr>
<tr>
<td>&lt;what record of observations of teaching in MS, etc. could be data? –obs from ENVS 581?&gt;</td>
<td>ENVEDR 5</td>
<td></td>
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<tr>
<td>Assessment of ENVS 588 evaluation plan project</td>
<td>ENVEDR 6</td>
<td>Instructor derives performance data from rubric-based final product assessment.</td>
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<tr>
<td>Assessment of ENVS 584 Non-profit project</td>
<td>ENVEDR 7</td>
<td>Examination and discussion of student products through collaborative approach among the community of instructors involved in the M.Ed. Res. program, leading to recommendations for better achievement of SLO and integration of this SLO with students’ overall personal development and professional identity as an environmental educator. Recommendations for improvement shared with Grad Program Committee and Department Chair. Future improvements instituted are to be documented by instructor and other faculty.</td>
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<tr>
<td>Assessment of ENVS 584 and other leadership track projects and evaluations</td>
<td>ENVEDR 8</td>
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<tr>
<td>Assessment of ENVS 589 capstone presentation and portfolio</td>
<td>ENVEDR 9</td>
<td></td>
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Notes:
<table>
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<tr>
<th>Type of Change</th>
<th>SLOs Targeted for Improvement</th>
<th>Description of Program Improvement</th>
<th>Rationale</th>
<th>Evidence that will demonstrate if this change improves student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular</td>
<td>ENVEDR4</td>
<td>Include in ENVS 582: greater instruction and support of students to explicitly connect their EE philosophy paper to their curriculum project conception and write up.</td>
<td>Identified in CtL report.</td>
<td>Re-assessment, examination of philosophy papers and curriculum projects</td>
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<tr>
<td>Curricular</td>
<td>ENVEDR4</td>
<td>Include in ENVS 582: Use the text, <em>Understanding by Design</em> more thoroughly in helping them structure the process of designing program goals, curricular objectives, learning outcomes, and assessment, requiring them to turn in a statement of each piece. Select or create worksheets to scaffold their connecting the levels of outcomes with assessment.</td>
<td>Identified in CtL report.</td>
<td>Re-assessment, examination of philosophy papers and curriculum projects</td>
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<tr>
<td>Curricular &amp; Pedagogical &amp; faculty support</td>
<td>ENVEDR1 and others</td>
<td>Continue implementing Transformative Inquiry process throughout residency &amp; on-campus portions. Both main program faculty aid in reviewing and giving feedback during residency.</td>
<td>Provide greater continuity of individual intellectual projects across residency culminating in capstone presentation at end;</td>
<td>Asess</td>
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