

PROGRAM ASSESSMENT REPORT

I. Background Information

1. Program Assessed

Program name: Environmental Science

Program code: ASENV5

Division: Math, Science and Engineering Technology

Department: Physical Science

Type of Award: A.A. A.S. A.A.S.
 Cert. Adv. Cert. Post-Assoc. Cert. Cert. of Completion

2. Semester assessment was administered (check one):

- Fall 2017
- Winter 20_____
- Spring/Summer 20_____

3. Assessment tool(s) used (check all that apply):

- Portfolio
- Standardized test
- Other external certification/licensure exam (please describe): _____
- Graduate Survey
- Employer Survey
- Advisory Committee Survey
- Transfer follow-up
- Externally evaluated performance or exhibit
- Externally evaluation of job performance (internship, co-op, placement, other)
- Capstone experience (please describe):
- Other (please describe):

4. Have any of these tools been used before?

- Yes (if yes, identify which tool)
- No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

N/A

5. Indicate the number of students assessed/total number of students enrolled in the course.

From the inception of this program in Fall of 2011, we have had 19 students graduate from the program and we received transfer follow-up information for eight students, five that transferred to the University of Michigan and three that transferred to Eastern Michigan University.

6. Describe how students were selected for the assessment.

a. Describe your sampling method.

Unfortunately, we received very little data, so we included all students that we received data on.

b. Describe the population assessed (e.g. graduating students, alumni, entering students, continuing students)?

Included in this report are students that graduated from WCC with an AS in Environmental Science and transferred to EMU or UM in their Environmental Science programs.

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II. Results

1. If applicable, briefly describe the changes that were implemented in the program as a result of the previous assessment.

Not applicable (this is the first time this program has been assessed).

2. State each outcome (verbatim) from the Program Assessment Planning or Program Proposal form for the program that was assessed.

1. **Students will successfully transfer to a four-year college in a related program**
2. **Students will perform successfully at a four-year college in a related program**

3. Briefly describe assessment results based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected (as a separate document).*

For outcome number one, we only have data for eight students that transferred to a four-year university in a related program of the 19 graduates. Additional data provided by the Institutional Research department at WCC shows that from the program inception through Fall of 2014, there were 33 transfer students from ENVNS, including WCC graduates and non-graduates. As of Fall of 2014, six of these students earned a Bachelor degree.

For outcome number two, we have data on eight students that transferred to a four-year university in a related program. Three of those students attempted six courses at EMU, with a success rate of 66.7%. Five of the WCC students that transferred to UM took a total of 20 courses there, with a success rate of 95%. Based on the combined (and limited data), a total of eight WCC students attempted 26 courses at transferring universities with a total success rate of 89%.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment (as a separate document).*

Our standard of success dictates that 60% of the students will have enrolled in further education within two years and that 60% of the students who transfer to EMU will demonstrate success (earn a grade of "C" or better) in related courses in the science area. Because of the limited data available, it is impossible to say if we have met these standards definitively. From the limited data received, it appears that students that transfer are succeeding at their transfer universities overall, however, there is no solid data on exactly how many ASENVS students have transferred to a four-year university.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: From the limited data received, it does appear that ASENVS graduates are succeeding at transfer universities. However, the data is very limited and unclear to make a definite positive assessment on these outcomes.

Weaknesses: Without more data, it is impossible to accurately measure areas of weakness in our program.

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III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

Overall, we just need more data to properly assess this program. Part of the problem may be that the program is still relatively new and there have been few graduates, and many of these students may be still enrolled in a transfer college. I believe that the next assessment cycle will yield more helpful data.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

a. Outcomes/assessments from Program Assessment Planning or Program Proposal form:
Changes in assessment tools should be made, as noted below, to include transfer data from the University of Michigan.

b. Program Curriculum:

Note: none of these changes were specific to this program assessment, but noted here for clarification.

course sequencing

course deletion (ENV 201 was deleted in Fall 2017)

course addition (ENV 199 – Internship in ENV SCI, proposed Winter 2018)

changes to existing program courses (specify): **Other changes were made to align the ENV program to the new transfer agreement**

other (specify):

c. Other (specify):

3. What is the timeline for implementing these actions?

These changes, as well as other changes to the ENV program, will be proposed in Winter 2018, and hopefully implemented by Fall 2018.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program.

The assessment tools really were not effective in that very little detail and information was provided. In addition, the assessment tools are specific to EMU only, and should include the University of Michigan, since we appear to have a number of students transferring to that university as well.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
As mentioned above, the current assessment tools only mention reviewing transfer data from EMU. This should be expanded to include transfer data from UM, also.

3. Which outcomes from Program Assessment Planning or Program Proposal form have been addressed in this report?

All Selected

If “All”, provide the report date for the next full review: Fall 2020

If “Selected”, provide the report date for remaining outcomes: _____

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Submitted by:

Name: Suzanne M. Albach/ *Suzanne M Albach* Date: 11/06/2017
Print/Signature

Department Chair: *W. St. Ignace / Kathy Burkner* Date: 2.6.18
Print/Signature

Dean: *W. St. Ignace* Date: 2.8.18
Print/Signature

Please return completed form to the Office of Curriculum & Assessment, SC 257.