

New SLO/Academic Assessment Plan Submission Form

Check one:

- New Certificate Academic Assessment Plan
- New Undergraduate Academic Assessment Plan
- New Graduate Academic Assessment Plan
- New Professional Academic Assessment Plan
- New Student Learning Outcome (SLO)

Major: CEG - EDC

College: AG

Effective term and year of implementation: Term: Spring Year:2015

IMPORTANT: If you are submitting an **Academic Assessment Plan**, please enter your plan into Compliance Assist, and then submit this form to the approvals submission site. Once we receive this form, we will download the plan for committee review. You do not need to restate the SLOs on this form because the SLOs are in the Plan. Instead, skip items 1-5 and go directly to items 7 and 8, the Department and College Contact Sections.

If you are submitting one or more new **Student Learning Outcomes (SLOs)**, please complete items 1 through 6.

1. Include the new SLO here:

2. Indicate the areas of the SLOs:

Undergraduate: Content Critical Thinking Communication

Graduate: Knowledge Skills Professional Behavior

3. What types of assessments will be used?

- Course-related Exam Capstone
- Final Paper/Project/Presentation Course Grades
- Course Assessments/Assignments Standardized Exam
- Other – please describe here

4. What assessment methods will be used?

- Rubric
- Single Faculty Member

Other:

5. Who applies the method?

Faculty Committee

Single Faculty Member

6. Describe the individual student assessments and the assessment method that will be used to measure each SLO.

7. Department Contact

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School of Forest Resources & Conservation

Environmental Education & Communication Graduate Certificate

Mission Alignment

The SFRC is part of the University of Florida's Institute of Food and Agricultural Sciences with four missions: undergraduate education, graduate education, research and extension. Our programs provide: (1) a rich personal educational experience for students; (2) new discoveries and applications that enrich lives, communities and natural resources; and (3) lifelong learning opportunities for professionals, policy makers, landowners, youth and the general public. The Graduate Certificate in Environmental Education & Communication aims to address issues related to education and communication as they relate to the management of the environment and natural resources. Coursework is in education and communication theory and practice, ecological science, and human and environment interactions. This program directly supports and enhances our mission through providing education to individuals who might otherwise be unable to attend the University of Florida.

Student Learning Outcomes

At the conclusion of the Certificate program courses, students will be able to:

- 1) Identify and analyze environmental problems in the context of environmental education and/or communication opportunities.
- 2) Applies relevant EE&C theory to support and develop solutions to environmental problem.
- 3) Designs and describes the process of developing and evaluating Environmental Education & Communication programs.

Program Goals

Seventy percent of students assessed are expected to be considered "successful" (as determined through specific assessment methods described below) within each distinct outcome.

Assessment Timeline

Direct assessment of the Student Learning Outcomes is conducted by evaluating a 750-word essay scored by a rubric found in *Methods and Procedures*.

SLO	Introduced	Reinforced	Assessed
1			Essay

2			Essay
3			Essay

Indirect assessment as described below will be conducted during the final term of the student's pursuit of the Graduate Certificate.

Assessment Cycle

Student Learning Outcomes are assessed in the last semester of coursework for their certificate.

Assessment:	Direct assessment in last semester of coursework Indirect assessment varies by student (final term)
Analysis and Interpretation:	January-February
Improvement Plans:	February
Reporting:	September

Methods & Procedures

Student Learning Outcomes are assessed by a final essay and scored with a rubric.

SLO Assessment Essay:

Describe how you would use the EE&C strategies you learned in your coursework to achieve a particular education or communication goal of your choosing. You may use an actual or hypothetical situation to respond to the items below. The final assessment essay must include the following five parts:

1. A description of an environmental, problem, issue, or situation that requires a targeted education or communication program. Please explain why EE&C is an appropriate strategy for addressing this problem, issue, or situation. Describe two theories that you would use to help guide your education or communication effort as you developed your program or activity.
2. A description of the target audience for your education or communication effort. Please include the age range targeted and other relevant demographic characteristics of your target audience as well as a description of the specific context in which your education or communication program would be delivered (classroom, visitors to a particular informal setting, residents, training, etc.)
3. A description of how your education or communication program would be delivered (e.g., a face-to-face audiovisual presentation, a regional mass media campaign, a district-wide school-based program, an interactive website, a podcast or webinar).
4. A description of three desired learning outcomes for your target audience (objectives) that clearly identify specific knowledge, attitude, skill, and/or behavioral outcomes of your program.
5. A description of two evaluation methods you would use to assess the success of your program

For the SLO assessments, instructors will use the following rubric:

Outcome	Criteria	2 Points	1 Point	0 Points
1	Identifies and describes environmental problem in the context of EE&C opportunities.	Environmental problem is clearly defined and used to coherently describe the need and context for this EE&C	Environmental problem is described as the context for this EE&C program	Program is designed to save the world and is not clearly linked to audience or evaluation

		program with relevant examples		
2	Applies relevant EE&C theory to support and develop solutions to problem.	Selects and applies theories appropriate for communicating information, empowering learners, or changing behavior with relevant explanation	Selects theories appropriate for communicating information, empowering learners, or changing behavior	Unable to correctly identify or apply relevant theories
3	Designs and describes the process of developing and evaluating EE&C program.	Audience is specifically and clearly defined by several parameters. Program delivery is thoroughly described and clearly connected to audience and need Objectives are SMART and part of a program logic model Evaluation strategies are thorough, appropriate and comprehensive	Audience is defined by age, prior knowledge, or context Descriptions of program delivery explain how this audience will gain knowledge, attitudes, skills, or experience Objectives are SMART Evaluation methods are employed to improve the program, or measure outcome achievement.	Audience is vague or generalized Program delivery Is vague, confused, not connected to audience or need Objectives are unmeasurable. Evaluation is ineffective

Scores of “1” are considered successful and for program evaluation purposes, 70% of students assessed are expected to be successful within each distinct outcome.

In addition to these direct assessments, students will be given a self-reflective survey to indirectly assess their perceptions of learning and confidence relative to intended outcomes. This assessment is triggered by the individual application to receive the Graduate Certificate at the end of the program. The surveys will be administered through Qualtrics with the option of anonymity and collected by Sandra Houser.

Data obtained through both direct and indirect assessments will be compiled and reviewed by the online programs office, Distance Education Committee, and Graduate Programs Committee in the School of Forest Resources & Conservation. Weaknesses identified and/or changes needed will be implemented directly and promptly via these groups.

Assessment Oversight

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