

2007 MASTER PLAN/PROGRESS REPORT

Academic Program: BS Environmental Science Education – Grades 6-12

Person Responsible: Dr. Frank X. Phillips, Assistant Professor of Environmental Science

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Mission: The mission of the B.S. in EVED is to provide appropriate undergraduate instruction/experiences for program majors to prepare them to instruct at the stated grade level(s). The Program focuses on preparing the successful graduate to: introduce and educate their students in the inter-/multidisciplinary approaches needed to appreciate environmental concerns and challenges, provide formal training in the basic (biological, chemical, geological, and social) form and functioning of the major environmental media, as well as man's interactions/influences on these media, incorporate historical and current examples of how problems are discovered, and the considerations/approaches possible to address/correct the situation(s), and expose the students to environmental professionals (academicians, business people, and governmental representatives) actively involved in the dynamic arenas of the interactions among the different stakeholders.

Institutional Mission Reference: The B.S. in EVED Program parallels and reinforces the university's goals of producing graduates who think critically, communicate effectively in all oral/aural, written, and technological skills, communicate effectively in all oral/aural, written, and technological skills, and analyze the global community to make informed, sound judgments in their academic and professional endeavors.

Assessment Methods Utilized:

- X Standardized Exam (nationally normed)
\_\_\_ Standardized Exam (state-normed)
\_\_\_ Major Field Examination
X Internally-developed Examination
\_\_\_ Student Opinion Survey (SOS)
\_\_\_ National Survey of Student Engagement (NSSE)
\_\_\_ Employer Survey
X Graduate Survey
\_\_\_ Alumni Survey
X Exit Survey/Interview/Exam
\_\_\_ Program-specific Survey
\_\_\_ Scoring of Essay
\_\_\_ Portfolio Evaluation
X Capstone Project
X Presentation
\_\_\_ Research Paper
\_\_\_ Research Project
\_\_\_ Course Summary
\_\_\_ Excel Spreadsheet
\_\_\_ Access Database
X Other - Please describe: Embedded Questions

Data Repository Location:

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**Student Learning Outcome 1:** Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - III.A.2. Sequences lesson to promote learning, III.B.3. Relates relevant examples, unexpected situations, or current events to the content, III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels. IV.A.6. Uses creative and critical thinking skills.</p> <p>II. Praxis II – 100% passing rate on the Praxis II, Content for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content on the first try.</p> <p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p> <p>IV. Course Embedded Assessment – 1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in EDUC 403 INDICATORS – <u>Learning activities</u> – all activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate. The activities are engaging, creative, and innovative. <u>Evaluation/Assessment</u> – Assessment opportunities are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the Louisiana Content Standards. Provide clear evidence that students have achieved the lesson objective(s)</p>	<p>Data are not yet available from this relatively new program because no students have taken the Final Field Experience, the Praxis II, PLT, EDUC 403, LATAPP, STPAS, or SES.</p>	<p>No actions/decisions at this time because actual data are not yet available.</p>

<p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - III.A.2. Sequences lesson to promote learning, III.B.3. Relates relevant examples, unexpected situations, or current events to the content, III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels. IV.B.1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan</p> <p>VI. The following indicators on the Graduate Satisfaction Survey (STPAS) measure this outcome, for all candidates completing this program. INDICATORS - <u>Instruction</u> – 5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels. 8. Change or adjust a lesson to respond to my students’ outcomes. 19. Relate examples, real-life situations, or current events to the content being taught. <u>Management</u> – 26. Create a routine and manage transitions in a way that maximizes the time available for learning.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - Planning – Understanding developmental characteristics of students as guide for planning. Instruction – Stimulate higher-order thinking.</p>		
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**Student Learning Outcome 2:** Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - III.A.5. Integrates technology into instruction, III.C.2. Communicate effectively with students, IV.B.1. Uses effective and correct oral and written English.</p> <p>II. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p> <p>III. Course Embedded Assessment – 1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in EDUC 403 INDICATORS– Curriculum and Standards – The lesson is tightly focused on a content area. The lesson provides significant and clear connections to local curriculum and/or state content standards/benchmarks in all major phases of the lesson plan. The target audience is clearly defined. Integration of Technology into the Lesson Plan – A variety of technology is integrated appropriately throughout the lesson in a manner that enhances the effectiveness of the lesson and the learning of the student.</p> <p>IV. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - III.A.5. Integrates technology into instruction, III.C.2. Communicate effectively with students, V.B.1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.</p>	<p>Data are not yet available from this relatively new program because no students have taken the Final Field Experience, PLT, EDUC 403, LATAPP, STPAS, or SES.</p>	<p>No actions/decisions at this time because actual data are not yet available.</p>

V. 3.35 mean score on indicators of Graduate Satisfaction Survey (STPAS) that measure this outcome, for all candidates completing this program.

INDICATORS - Instruction 13. Integrate technology into my lessons. 21. Communicate effectively with students. Management 28. Clearly communicate my expectations for appropriate behavior to my students. 32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.

VI. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - Planning – Understanding developmental characteristics of students as guide for planning. Instruction – Stimulate higher-order thinking.

**Student Learning Outcome 3:** Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - I.A.3. Identifies and plans for individual differences, III.C.1. Accommodates individual differences, IV.B.4. Conveys sensitivity to community and cultural norms.</p> <p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge.</p> <p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p> <p>IV. Course Embedded Assessment –1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in EDUC 403 INDICATORS – Accommodations/Modifications – Learning experiences are appropriate to objectives, content, and developmentally appropriate for all students to experience success. The lesson includes modifications for students with exceptionalities.</p> <p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - I.A.3. Identifies and plans for individual differences, III.C.1. Accommodates individual differences, V.B.3. Seeks community involvement in instructional program.</p>	<p>Data are not yet available from this relatively new program because no students have taken the Final Field Experience, the Praxis II, PLT, EDUC 403, LATAPP, STPAS, or SES.</p>	<p>No actions/decisions at this time because actual data are not yet available</p>

<p>VI. 3.35 mean score on indicators of the Graduate Satisfaction Survey (STPAS) that measure this outcome, for all candidates completing this program. INDICATORS - <u>Planning</u> 3. Successfully identify individual student differences in the context of a whole class. 4. Implement accommodations for individual student differences. <u>Instruction</u> 11. Successfully plan for individual student differences in the context of the whole class.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - <u>Planning</u> – Understanding developmental characteristics of students as guide for planning. <u>Instruction</u> – Stimulate higher-order thinking.</p>		
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**Student Learning Outcome 4:** Students will be able to demonstrate competence in those biogeochemical interactions that drive energy and matter transfers and transformations in all environmental considerations.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. Graduating seniors in Environmental Science Education will take a Program Senior Exit Examination designed to demonstrate their knowledge <u>and</u> application of basic concepts among the biological, chemical, physical and social components, and those interdisciplinary interactions that produce the described/observed condition. 80% of the students will score at least 70% on the Program Senior Exit Examination.</p> <p>II. Graduating Seniors will present an <i>a priori</i>-assigned lecture to an introductory ENSC 101/102 lecture class. This will be assessed by the faculty instructor of the class. 100% of the students' presentations will be rated as good to excellent by the ENSC 101/102 instructors.</p>	<p>Data are not yet available from this relatively new program because no students have taken the Program Senior Exit Examination or given a lecture to an introductory ENSC 101/102 lecture class.</p>	<p>No actions/decisions at this time because actual data are not yet available</p>