University Assessment Committee
Outcomes Assessment Summary Form

This form is to be completed by a representative from each designated program/department. The information provided in this form will be used by the University of San Diego to inform stakeholder groups about USD's commitment to the intellectual, spiritual, and overall development of students. A Pdf version of this form will be posted on the University's Student Outcomes Website in the Evidence of Student Learning section.

Program Information
Program Name (e.g. BA Computer Science, PhD Nursing)

BA Environmental and Ocean Sciences

College/School Name (e.g. CAS, KSPS, SB, SMSOE)

CAS

Assessment Overview
Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment). See example below.

The Environmental and Ocean Sciences Department has identified 6 learning outcomes (Fundamental Principles, Inquiry Approach, Field/Lab Methods, Analyze/Interpret data, Literature reviews, and Cogent Argument) that it assesses on a rotating basis (two each year) using faculty determined assignments.

Results and Actions Taken
Assessment Cycle

2017-2018

Briefly summarize your assessment results and how you are using these results to enhance student learning and improve program quality. See example below.

For the most recent assessment cycle, the Environmental and Ocean Sciences program assessed learning outcomes 5 and 6, conducting literature reviews and synthesizing a cogent argument, respectively. In our capstone Senior Seminar course, the former was assessed by evaluating components of an annotated bibliography assignment, while the latter was assessed - by applying rubrics to two oral presentations, a mini presentation and a final poster presentation. The results for LO 5 indicated that EOSC students are succeeding in properly citing articles, summarizing the key points, and evaluating the articles. The assessment indicates students can improve on finding the relevance of their research topic. Results for LO 6 showed students succeeded in clearly presenting their research professionally and within the time frame given. We saw a slight improvement in the presentation grades throughout the semester. From this, the program has created one rubric for next year's learning outcome and will create additional rubrics for other learning objectives.