



## Environmental Policy & Planning | 2016-2017 Assessment Plan

1. Please review last year's assessment results (2015-2016) as well as the Academic Program Assessment Report with the faculty in your program. How does your program plan to take these results into consideration in future programmatic planning?

Program faculty regularly discuss program strengths, achievements, weaknesses at bi-weekly meetings throughout the year. We make continuous improvements to the program in terms of course array and teaching methods. All faculty are also encouraged to participate in teaching improvement activities available on campus and from UW System. As a unit, we highly value engagement with professional peers to improve subject matter currency and make connections for our students.

2. Please review your program's Learning Outcomes. Do any of them need to be updated or clarified?
  - a. Please provide brief indications of the kinds of assessment that might be used to assess each outcome.

Program outcomes are discussed and were last revised about three years ago at a faculty daylong retreat.

- b. Please compare your Learning Outcomes to the University's main learning objectives. Which programmatic outcomes match university mission outcomes?

Our learning outcomes for the Environmental Policy and Planning major are quite related to the university's learning objectives and were designed with reference to these objectives.

3. Which outcome will you assess this year (2016-2017)?

Learning Outcome #1: Exhibit an understanding and ability to implement sustainability as an engaged citizen.

Learning Outcome #4: Engage in ethical decision-making and critical thinking in environmental policy and planning.

4. Which technique will you use to assess this outcome?

Learning Outcome #1: Course CCQ scores over the year for questions 2 and 4, which pertain to skills development that enable one to be an engaged citizen. The questions used are:

#2) “Quite apart from specific course content, how much did the course content contribute to your general intellectual development, i.g., ability to reason, knowledge of other fields, thinking creatively, etc.”

#4) “Was the course important and relevant for your own development in terms of appreciating new perspectives, broadening your outlook, understanding social issues, etc.”

Learning Outcome #4: Course CCQ scores over the year for questions 2, 4, will be supplemented by questions 6, and 7, which pertain to the course achieving its objectives and student self-assessment of their overall learning in this course focused upon ethics in public actions. The exact wording of these two additional questions (#6 and #7) is:

#6) “How well do you think you achieved the course objectives, i.e., learned the content and/or skills emphasized in the course.”

#7) “Considering everything, how would you rate this course.”

5. Which course or group of students will you assess on the outcome chosen above and when?

These are the courses that were selected by the faculty a number of years ago as being the most related to the specific outcomes stated in these two learning outcomes for the Environmental Policy and Planning degree program. The courses are listed on our departmental web page as most linked to the outcomes.

Learning Outcome #1

PU EN AF 102: Environment and Society (required supporting course for majors and satisfies the university sustainability general education requirement, thus, taken by EPP majors and nonmajors)

PU EN AF 323: Sustainable Land Use (upper level core requirement for the EPP major)

PU EN AF 324: Transitioning to Sustainable Communities (upper elective course in the EPP major)

Learning Outcome #4

PU EN AF 430: Seminar in Ethics and Public Action (required capstone class for all majors in the EPP, PA, and URS)