

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Environmental Science	199	ENV 199 10/19/2021-ENV Internship Education
College	Division	Department
	Math, Science and Engineering Tech	Physical Sciences
Faculty Preparer		Smita Malpani
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Effectively communicate and perform while employed in an environmentally-minded business or organization.

- Assessment Plan
 - Assessment Tool: External evaluation form
 - Assessment Date: Fall 2021
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric

- Standard of success to be used for this assessment: 75% of the students will score a 75% or better
- Who will score and analyze the data: Internship supervisor will score student performance and environmental science faculty will analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2020	2021, 2020

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
8	6

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

We assessed all students who completed the class from in Winter 2020 to Spring/Summer 2021.

Six students attended and completed the course. This included:

3 students in W2020

1 student in S2020

2 students in S2021

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who took the class were assessed. This class is an internship. All students worked at their place of employment and all meetings were held either in person or via Zoom.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Toward the end of the student's internship, we sent employers an evaluation form to score student performance in a number of different areas. The form included a

space for an overall score for student performance on the internship. We used this overall score as the "tool" for assessing this outcome.

The form had 15 criteria and students were scored on a scale of 1-4. The best possible score on each criterion was a "4" with a total score of 60. I have attached this employer evaluation form to this assessment.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Five of 6 students (83%) scored 75% or higher on the student performance sheet. Two students scored 100%, one student scored 93% and 2 students scored 86.67%. Only one student scored only 66.67%. WCC students undertaking ENV 199 have the necessary environmental science knowledge and soft skills to be effective in a work place setting.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall, students scored strongly in their employer evaluations. Every student scored at least 75% (3 of 4) or better on every criteria in the evaluation.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Though all students met the standard of success, there were a few areas where students scored less than perfectly. For example, on the criteria "Demonstrates ability to set appropriate priorities and goals" and "Exhibits self-motivated approach to work" two students scored 3/4 instead of 4/4.

For some students, this was their first time in a workplace setting where they were given a good amount of responsibility with less supervision than they made have been used to. The criteria above show that students are working to rise to the situation in front of them.

We don't expect that students score perfectly on employer evaluations. What we do is talk with them about their employer evaluations, what they learned from the experience and how they could do better or differently. We ask them to think about what their strengths and weaknesses are and how that might affect their future trajectories.

Outcome 2: Apply classroom knowledge to real world employment with an environmentally-minded business or organization.

- Assessment Plan
 - Assessment Tool: Course paper
 - Assessment Date: Fall 2021
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of the students will score 75% or better
 - Who will score and analyze the data: Environmental science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2020	2021, 2020

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
8	6

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

We assessed all students who completed the class from in Winter 2020 to Spring/Summer 2021.

Six students attended and completed the course. This included:

3 students in W2020

1 student in S2020

2 students in S2021

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who took the class were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The reflection paper is used for students to describe their internship and report on their individual learning goals for each internship.

It is submitted at the end of each semester and scored by the faculty member administering the internship course. The paper was graded against a rubric that I have attached to this report.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

All students scored perfectly on their reflection papers. Students seem to enjoy the assignment, often going in to great detail on their work and learning. The standard of success was met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

All of our students performed strongly on this outcome. In their papers, students showed how they applied both soft skills as well as knowledge gained in environmental science to their internship experiences. For all students, it felt like a "click"- a confirmation that the environmental space is where they belong professionally.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students really seem to enjoy reflecting on their experiences and sharing their knowledge. What we've started doing is trying to, in semesters where there is more than one student taking ENV 174/189/199, have students share their work with one another. It gives them some pride that they can speak with authority about the work their organization did and field questions.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

N/A this is the first assessment report.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

I think this is pretty much what I expected. In part I expected this because the students that take ENV 199 are real go-getters. Many ASENVS students take neither ENV 199 nor ENV 174 (the ENV co-op course).

Students do enjoy their internships and learn quite a bit from them. The issue is that many of our students are already working, have families, etc. It's difficult for all students to do a 10-hour a week internship on top of other work and family commitments. At the same time, ENV 174 and ENV 199 are requirements to graduate from the ASENVS program.

To give students more flexibility, we are considering offering a one credit independent study class as an alternative to ENV 174/199.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

I have already been talking with my department chair and Joy about the possibility of creating a new class.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: additional support	Offer additional support as needed for students related to setting priorities and goals as well as increasing self-motivation.	The current assessment identified these as skills that could be strengthened.	2022

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[ENV 199 data](#)

[Paper rubric](#)

[Employer evaluation](#)

Faculty/Preparer: Smita Malpani **Date:** 10/26/2021

Department Chair: Suzanne Albach **Date:** 10/27/2021

Dean: Victor Vega **Date:** 10/28/2021

Assessment Committee Chair: Shawn Deron **Date:** 12/13/2021