Annual Assessment Report 2022-2023

MS Regenerative Studies

Regenerative Studies

College of Environmental Design

CONTACT
Name of Program Assessment Lead Teresa Lloro
Name of Person Completing Report Teresa Lloro

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES
How were the program's SLOs developed? (select all that apply)
   o   We developed them as a program/department using our own knowledge and expertise of the field.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.
- Department Website - provide URL: https://www.cpp.edu/env/lyle/degreesadmissions/learningoutcomes.shtml

ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023.** This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?
- 8

How many SLOs did your program assess this past year in 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

Please list the SLOs examined

- SLO #1: 7. Synthesize multiple disciplinary approaches to describe environmental problems and develop solutions.
- SLO #2: 8. Design and implement research or investigative methods for addressing questions that inform the knowledge base of regenerative studies.

Student Learning Outcome (SLO): **7. Synthesize multiple disciplinary approaches to describe environmental problems and develop solutions.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence	• Oral presentation	• Used rubric or scoring guide

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
5	Program uses a rubric with detailed criteria based on a scoring system of 1-4. Student's oral presentations were assessed.	I don't know the program's goal, but of the 5 students scored, the mean score for SLO 7 was 3.35 (out of 4 total)	I did not perform these assessments, so I'm not sure. As the new director, it seems that some students need support in the areas application of analysis, sources of evidence, and relevance/importance.

Student Learning Outcome (SLO): 8. Design and implement research or investigative methods for addressing questions that inform the knowledge base of regenerative studies.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence	• Oral presentation	• Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
5	Program uses a rubric with detailed criteria based on a scoring system of 1-4. Student's oral presentations were assessed.	I don't know the program's goal, but of the 5 students scored, the mean score for SLO 8 was 3.55 (out of 4 total)	I did not perform the assessments and I'm new, so I don't have a frame of reference. For the oral communication aspect of SLO 8, students need support in the areas of language, delivery/presence, and use of aids. I can share these data with the instructor of RS 6940.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2022-2023? Select all that apply.
- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Other, please explain: I don't know all of the details since I'm new.

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.
- Program/department faculty as whole
- Other, please explain: I'm not sure

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2022-2023 so that others may learn from your experiences.
I think one of the main challenges for us were difficulties related to the death of a faculty member where assessment was supposed to occur and following up with faculty to fill out assessment rubrics. We will work on new systems to collect rubrics.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, CPP's GI2025 markers, CSU Dashboard, CPP's Student Success Dashboard on Tableau, course evaluations, etc.
I'm new, so I don't really have knowledge of this aspect of assessment yet.

Does the program offer a certificate or credential (e.g., teaching credential)?
- No

The most current assessment plan and curriculum matrix we have on file for your program may be found here. To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan - Yes

Curriculum Matrix - Yes