Office of the Provost/Office of Assessment
Template for 2024-25 Assessment Report

Annual Assessment Report

Please submit separate reports for each distinct major or degree program to geralyn.lederman54@login.cuny.edu by June 30, 2025.

Please attach your program's curriculum map with this report.

This report is for the assessment of Program Learning Outcomes,
not course learning outcomes, general education or institutional learning outcomes.

Department: Geography and Environmental Science Degree: BA Program: Environmental Studies
Chair: Peter Marcotullio Assessment Coordinator: Randye Rutberg
Assessment Plan Summary, with 2024-25 Assessment Activities Highlighted:

Please list all your Program Learning Outcomes below (if PLOs are under review, list your most recent). **PLO #/ Description**	**Course #/Name (for Courses Assessed in 2024-25)**	**Year of Most Recent Completed Assessment**	**Year of Next Planned Assessment**
Students will acquire broad knowledge of the Earth environment, using a systems approach to identify and describe its history, components, their functions and interactions at multiple spatial and temporal scales.	PGEOG13000-Weather and Climate	2019-2020	2023-2024
Students will acquire knowledge of the Earth's key trends in climate and environmental issues in their socio-political context.	PGEOG13000-Weather and Climate	2022-2023	2027-2028
Students will gather, measure, synthesize and evaluate data from diverse sources using visual, analytical and statistical approaches to describe and interpret relationships, trends and make predictions about future changes.	PGEOG 13000 Weather and Climate	2021-2022	2026-2027
Students will communicate effectively in the language of the discipline, incorporating written, oral and visual methods. Students will communicate to audiences ranging from scientific to policy oriented. Students will be prepared to become active, informed citizens ready to have an impact on society.	Earth System Science II	2024-2025	2030

Students will build knowledge about the environmental dimensions of systemic racism and other types of oppression such as those based on gender or religious identity. Students will be able to apply scientific evidence and theories that explain environmental injustices and use environmental knowledge and skills to advance just and sustainable societies.	PGEOG 250	2020-2021	2025-2026

Direct Assessment of Learning Outcomes

Note: Middle States Standards now require that all programs with more than 20 students consider "disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness."

For 2024-2025, please choose one PLO and conduct one assessment in a way that will allow the required disaggregation by group (for this year, you can choose only one factor, but we are likely to expand this in the future). The simplest way of doing this will be to retain student-level assessment data with "emplid," but with any other possible identifiers deleted. You can then send that file to Assessment Director Joel Bloom, who will have the assessment data matched with institutional data, then delete emplid and send the file back to you for analysis. As always, Dr. Bloom is happy to assist you at any stage of this process! The important thing is that we have at least a small assessment project that meets this requirement for every program in 2024-2025.

After listing the program learning outcome(s) assessed in 2024-25, insert *the **number & percentage** of students achieving each performance level* in the following chart.

Please attach copies of assignment guidelines, examination questions, and rubrics to this report as applicable.

Note: While we ask you to indicate the corresponding course learning outcomes (CLOs) for each program learning outcome (PLO) assessed, it is the program learning outcomes you are assessing for this report.

- Please use a separate row for every Program Learning Outcome (PLO).
- Please use only one row – and enter only one set of results – for each PLO, even if it aligns with more than one CLO
- ***You may not use course grades to assess individual PLOs. Please contact Joel Bloom if you need assistance.***

Program Learning Outcomes (PLOs) Assessed in 2024-2025 *These are what you are assessing)*	**Corresponding Course Learning Outcomes (CLOs)** *(For reference – not what you are assessing.)*	Course Number	# of Students' Work Assessed	Please enter both the number & percentage below.			
				Does Not Meet Expec-tations	Approaches Expec-tations	Meets Expec-tations	Exceeds Expec-tations
Students will communicate effectively in the language of the discipline, incorporating written, oral and visual methods. Students will communicate to audiences ranging from scientific to policy oriented. Students will	Write/present clearly and concisely to communicate scientific concepts and processes.	PGEOG 25100	27		1	26	

be prepared to become active, informed citizens ready to have an impact on society.							

Indirect Assessment of Learning Outcomes

Note: While direct assessment is required, indirect assessment is optional. It is most effective when used to provide confirmation, nuance, or background for your direct assessments, or to suggest new areas of focus for future direct assessments. See the Assessment web page for examples of direct and indirect instruments.

Indirect assessment typically relies on surveys (Student Experience Surveys, National Survey of Student Engagement, etc., or program exit surveys), focus groups, post-graduate outcome data, graduation and retention rates, grades, and a variety of other data. They may be used to assess particular learning outcomes or for more global assessment of program goals.

Please attach copies of your assessment tools or other supporting documents, with raw results wherever possible (for example, survey results, a focus group report, etc.)

Please use the space below to describe (1) your process, (2) what you learned from the assessment, and (3) actions you plan on taking based on the results.

Students were assigned a research project on a topic of their choice that related to the course material. The deliverables were a 2-5 page research paper and a lightning talk to be posted on Brightspace and presented to the class. Students were given a detailed 8-week plan to accomplish this goal as well as guidelines for the paper and for the presentation. Students had spent the previous semester (this is the second semester of a two - semester sequence of courses) learning how to interpret and present data. They put their skills to good use. All students who submitted a project followed the guidelines and turned in work at the appropriate level. Although I was impressed by the results, I plan to create a more detailed set of instructions and expectations and companion grading rubrics.

Assessment Process. How did you go about assessing student learning in your program?

(Describe briefly the assessment *methodology: course & sample selection, assessment instruments, scoring process, and assessment design)*

I read the student papers and listened to student presentations. I graded the students based on the guidelines they were given for their written work and oral presentations. This course was selected because it is a required course for the ES major. This project was used for assessment as it integrates skills and knowledge that students acquired during this two-semester sequence of courses.

Conclusions. What did you discover about student learning in your program?

Experience has taught me that students need detailed guidelines and scaffolding to complete a multi-week project. In addition, it is important to address that many students benefit from a highly-structured assignments. For many, this is the first college-level research project/paper/presentation. Students are able to produce excellent work if they are given sufficient guidance and time. I also included group brainstorming/feedback component during which the class was divided up into groups of 3-4 students. Students shared their research topics and gave one another feedback. Students enjoyed this session and in a follow-up survey indicated that they would like more opportunities to and receive feedback from their peers.

Actions Taken

What specific action decisions did you take (or will you take) based on your data and conclusions? Who is responsible for taking those actions? Please be concrete and plan actions to take effect in the following semester or sooner if practical. (Actions may include modifications to pedagogy and curriculum, as well as faculty development or resource/staffing/budget requests.)

Actions To Be Taken	Who Till Take these Actions?	Timeframe for implementation and intermediate steps
Develop more detailed guideline for paper and presentation	Randye Rutberg	2025-2026 academic year
Develop a more detailed grading rubric for paper and presentation	Randye Rutberg	2025-2026 academic year

Were last year's actions implemented as planned? (Again, actions may include modifications to pedagogy and curriculum, as well as faculty development or resource/staffing/budget requests.) *Please explain.*

Last year's recommendations were implemented. However, it is often not practicable to direct students to math and chemistry prior to this course because many of them enter as transfer students and want to make progress towards their major requirements so that they graduate within a two-year time frame.

If you have made curricular changes as a result of previous assessment results, were any of your assessments this year related to those modified areas? *If yes, how did they go?* ***Note: This section is going to be the most important part of our assessment reporting, looking ahead to our upcoming Middle States accreditation.***

We have not made curriculum changes.