ASSESSMENT SUMMARY 2013-2019

ENVIRONMENTAL GEOSCIENCES (GEOLOGY) M.S.

Assessment Results, 2016-2017

Courses Assessed

- GEOL 6910 - University Thesis (X J U I   M J T U   P G   T U V E F O U   Q S F T F
- GEOL 6310 - Isotope Geochemistry (Geologic Time)

Assessment Results, 2017-2018

Course Assessed

- GEOL 6040 Near Surface Geophysics (Data and Analysis)

Assessment Plan, 2018-2023, Environmental Geosciences M.S.

Rubrics (CSUEB)

- Critical Thinking
- Written Communication

PLO/ILO Matrix, Environmental Geosciences M.S.

Curriculum Map, Environmental Geosciences M.S.

Assessment Results, 2018-2019

Course Assessed

- GEOL 6910 - University Thesis (Research)
- GEOL 6910 - University Thesis (Communication)

Department of Earth and Environmental Sciences
California State University, East Bay

Geology M.S. Program ILO Alignment Matrix

The table below shows which Institutional Learning Outcomes (ILOs) are addressed by each of the Program Learning Outcomes (PLOs) listed above.

MS PLO 1 Geologic Materials	MS PLO 2 Data Analysis	MS PLO 3 Communication	MS PLO 4 Research

Field	Course	Title	Program Learning Outcomes			
			1. Geologic Materials	2. Data Analysis	3. Communi-cation	4. Research

CSUEB Geology Programs – LABORATORY SKILLS / COURSE PROJECT RUBRIC

Laboratory skills and course projects and assignments are where the discipline specific skills, methods, techniques and processes that are fundamental to the Earth Sciences are acquired and utilized.

This rubric or portions of it may be applied to student laboratory and course assignments and projects in order to assess how well the Geology Program Learning Outcomes have been achieved.

	Exemplary 3	Accomplished 2	Competent 1	Insufficient Evidence 0
1. Organization	Organization is clear, consistent, observable and skillful and content is cohesive	Organization is clear, consistent & observable	Organization is intermittently observable	Organization is poor or not observable
2. Presentation	Work is attractive, clean, clear, accurate, visually strong	Work is well produced, clear, mostly accurate, visually effective	Work is adequate with minor errors, visually inert	Work is unclear, informal, minimally conveys intent and error prone
3. Quantitative Skills	Applied,ÞåôãQð G‘			Work is incomplete solutions in novel ways.

Modified from: AAC&U

CSUEB Department of Earth and Environmental Sciences
Programs in Geology and Environmental Science Quantitative Literacy Rubric

Quantitative Literacy (QL) is competency and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of contexts and situations.

This rubric may be applied to student assignments that involve all or parts of any of the department's Program Learning Outcomes (PLOs).

	Capstone 4	Milestone 2	Milestone 1	Milestone 0
Interpretation Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.
Representation Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are successful and sufficiently comprehensive to solve the problem. Calculations presented clearly and concisely.	Calculations attempted are mostly successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions Ability to make and evaluate important assumptions in estimation, modeling, and data analysis	Explicitly describes assumptions and provides compelling rationale for each. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support.

After American Association of Colleges and Universities, aacu.org

CSUEB Geology M.S. Program – CRITICAL THINKING & WRITING RUBRIC

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Written communication is the development and expression of ideas in writing. It can involve working with many different writing technologies, and mixing texts, data, and images.

This rubric may be applied to student writing assignments that involve all or parts of any of the M.S. in Geology Program Learning Outcomes (PLOs).

	Exemplary 3	Accomplished 2	Competent 1	Minimal Evidence 0

CSUEB Geology M.S. Program – ORAL COMMUNICATION RUBRIC

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

This rubric may be applied to student oral presentation assignments that involve all or parts of the Geology M.S. Program Learning Outcomes #2 (Data Analysis), 3 (Communication), 4 (Research), and 5 (Geologic Time).

	Exemplary 3	Accomplished 2	Competent 1	Insufficient Evidence 0
1. Organization	Organization is clear, consistent, observable and skillful and content is cohesive	[illegible]	[illegible]	[illegible]

Department of Earth and Environmental Sciences, CSCI

ASSESSMENT PLAN: M.S. in Geology

Updated Winter 2015 by Jean Moran, Luther Strayer, and Mitchell Craig

PROGRAM MISSION

CSUEB Missions, Commitments, and ILOs, 2012 version

CSUEB Geology M.S. Program Description

To serve graduate students who are employed during the day, all graduate courses in the Department of Earth and Environmental Sciences are offered in the evenings and on weekends. In addition to regular catalog courses, recent graduate seminars and advanced topics courses have dealt with such subjects as sediment transport and modern depositional environments, rock mechanics, applied geophysics, isotope hydrology, tectonics and sedimentation. Additional facilities and part-time employment may be secured through Co-op programs, the Lawrence Berkeley and Lawrence Livermore National Laboratories, and the U.S. Geological Survey in Menlo Park. Candidates for this degree must be prepared to engage in significant individual research. Lately, student research in this department has included such topics as hydrogeology, near surface geophysics, areal geology and slope stability, geochemistry, structural geology, engineering geology, and neotectonics.

PROGRAM STUDENT LEARNING OUTCOMES (PLOs)

Students graduating with a M.S. in Geology will be able to:

PLO 1 ILO 1,6	Attain an advanced understanding of the relationship between geologic materials and their physical and chemical properties. (Geologic Materials)
PLO 2 ILO 1,4,6	Collect, analyze, and interpret data using advanced discipline-specific methods, techniques, and equipment. (Data & Analysis)
PLO 3 ILO 1,2,3,4,5,6	Critically analyze geological and environmental issues through the evaluation of current scientific literature, and present an argument clearly and persuasively in written and oral form. (Communication)
PLO 4 ILO 1,2,4,6	Conduct geologic research, including preparation of a project or thesis; the result should be of high enough quality to be presented at a professional meeting. (Research)
PLO 5 ILO 1,3, 5,6	Understand geologic time, evolution, Earth's place in the Universe, and global-scale processes such as plate tectonics, earth systems interactions, and climate change. (Geologic Time)

Year 1: 2013-2014

1. Which PLO(s) to assess	PLO 3 (Communication), PLO 4 (Research)
2. Assessment indicators	GEOL6320 Term Paper, GEOL6414 Precis & Oral Presentation, GEOL6910 Prospectus
3. Sample (courses/# of students)	GEOL6320/10, GEOL6414/15, GEOL6910/2.
4. Time (which quarter(s))	Fall 2013, Winter 2014, Spring 2014
5. Responsible person(s)	Luther Strayer, Jean Moran
6. Ways of reporting (how, to who)	The report was delivered to the Chair, and distributed to the faculty. It was also included within the department's annual program report.
7. Ways of closing the loop	

Year 4: 2016-2017

Assessment Results, 2013-2014

Overview

We present four assessments from the M.S. program in Geology that span a range of learning outcomes, but here we focus on our PLO #3 (Communication), both written and oral, based on traditional term papers, précis of journal articles, oral presentations of timely and topical subjects, and University theses and their associated prospecti. These four assessments analyze 38 separate pieces of student work, and in only one case did a student not meet the competency standard set forth in the pertinent grading rubric. Furthermore, there was only one case where a student failed to achieve basic competence (minimum score), otherwise students scored above the level "competence".

GEOL 6310 – Groundwater: Term Paper

Graduate-level term paper. A course average of 8.5/15, where 5/15 indicates “competence” and 10/15 indicates “accomplishment”. The large standard deviation (3.87) indicates that there is a wide range of abilities, and the lowest average scores in the area of ‘Syntax & Mechanics’ is consistent with difficulties in writing for many of our students.

We would be wise to continue and in fact increase the number of writing assignments in order to produce students with stronger writing and analysis skills.

GEOL 6414 – Earthquake Geology: Complex Journal Article Précis - Mid-Term

Précis of a difficult and complex journal article. Used a modified rubric that takes into account the requirements of the précis. Course average is 6.1/9 , where 3/9 indicates competence and 6/9 indicates accomplishment. The lowest scores indicate that the rigorous nature of the précis style is difficult to apply.

Again, we would be wise to continue and in fact increase the number of writing assignments in order to produce students with stronger writing and analysis skills. The précis is a writing form that encourages the student to focus on reading, critical analysis and written communication. Students are well served by these exercises in that they easily transfer to the writing of critical or executive summaries, journal abstracts, and articles.

GEOL 6414 – Earthquake Geology: Oral Presentation on Earthquake or Region

A 30-45 minute oral presentation on an important earthquake or earthquake-producing region. Students are asked to focus on substance rather than style and use discipline-specific language in a formal presentation. Course average is 7.8/12, where 4/12 is ‘competent’ and 8/12 is ‘accomplished’. One student barely met the competence threshold (5/12), but otherwise the results are strong.

Oral presentations are an important aspect to our M.S. students training, however focus should remain on organization and presentation, projecting a comfort with the material, and using discipline-specific terminology and a professional rather than informal speaking style.

GEOL 6910 – University Thesis: Prospectus and Thesis

Approved thesis and associated prospectus. The department is one of the few in which students produce University Theses. With a sample size n=2, the statistics are not important relative to the accomplishment of proposing, producing and bringing to successful completion a proper thesis that passes not only 3 member faculty review, but often outside advisors from industry and government agencies. Students from the M.S. Program in Geology have been awarded the Harrington Award for Outstanding University Thesis in 2013 (Daniel Segal) and 2014 (Pamela Beitz).

CSUEB Geology M.S Program Assessment

Rubric:	Wrtten Comm.	Class Average:	8.5/15
Course:	GEOL 6320		3.87
Quarter:	Winter 2014		

CSUEB Geology M.S Program Assessment

Rubric:	Oral Communication	Class Average:	7.8/12
Course:	GEOL 6414/4414	Std. Dev.	1.22
Quarter:	Winter 2014	Min. Competence	4.0/12
Assignment:	EQ Region Presentation		

Student	Organization	Language	Delivery	Supporting Material	Total

CSUEB Geology M.S Program Assessment

CSUEB Geology M.S Program Assessment

Rubric:	Crit. Think/Writing	Class Average:	12.0/15
Course:	GEOL 6910	Std. Dev.	1.41
Quarter:	Winter 2014	Min. Competence	5.0/15
Assignment:	University Thesis & Prospectus		

Student	Context & Purpose	Disciplinary Conventions	Syntax and Mechanics	Explanation of Issues	Evidence	Total
1	3	3	2	3	2	13
2	2	2	2	3	2	11
Class average	2.5	2.5	2.0	3.0	2.0	12.0
Standard deviation	0.71	0.71	0.00	0.00	0.00	1.41

M.S. Geology Program

Assessment Summaries, 2014-2015

Overview

We evaluated student work from selected

CSUEB Program Assessment
Department of Earth & Environmental Sciences
Program: Geology M.S.
PLO: 1. Geologic Materials
Rubric: Lab Project
Course: GEOL 6040
Quarter: F 2014
Assignment: Seismology

Student	Organization	Presentation	Quantitative Skills	Execution	Connection, Synthesis, Transformation	Total
1	3	3	3	2	2	13
2	2	2	3	3	2	12
3	2	2	3	2	2	11
4	3	3	3	3	3	15
5	2	2	1	2	1	8
6	3	3	2	2	3	13
7	3	3	3	2	3	14
8	3	3	2	2	2	12
9	3	3	3	2	3	14
10	3	2	3	3	3	14
11	2	2	3	3	2	12
12	2	2	1	2	1	8
13	3	2	3	2	3	13
14	3	3	2	2	2	12

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M.S. Geobgy Program

Assessment Summaries, 2015-2016

Overview

We evaluated student work from

Write out equations and calculations, and write an explanation of the steps you took to determine the dispersivity of the medium. Interpret the value of the dispersivity in the context of the type of material packed in the column, and relate it to grain size and sorting.

Write another paragraph that summarizes how this experiment allows determination of dispersive characteristics of porous media. Include sources of uncertainty and your assessment of how the results would translate to the field scale.

CSUEB GEOL, M.S., Program Assessment
Rubric: Quantitative Skills
Course: GEOL 6320 Groundwater
Quarter: Sp 1 I Tz7cnQ3034nTJ /TT1 37 (am)20 (7p_TextEdit 50 Q.31330 G)3Actul Tz 1cQ3134nTJ /TT1 006 T3g
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October, 2012; CSU WRPI Conference, Long Beach, CA, June, 2013; co-aut abstract for the American Geophysical Union Annual Meeting, San Francisco December, 2013.

- Andrew Renshaw: Groundwater Resources Association Annual Meeting, Sacra CA, October, 2014, Geological Society of America Annual Meeting October, CSU WRPI Conference, Fresno, CA, April, 2015, Groundwater Resources Asso Biennial Meeting, Sacramento, CA October, 2015.

- Amanda Deinhart: Groundwater Resources Association Biennial Meeting, Sacra CA October, 2015

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<u>2. SUMMARY OF ASSESSMENT</u>

A. Program Student Learning Outcomes

1. attain an advanced understanding of the relationship between geologic materials and their physical and chemical properties. (Geologic Materials)

2. collect, analyze, and interpret data using advanced discipline-

Summary of Assessment Results *HRORJ\ 0 6

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Main Findings: Our students have generally poor quantitative skills, which, anecdotally, improve over the course of their time at CSU East Bay. Attention to detail and communication skills are also highly variable, but generally students are able to synthesize disparate material and draw relevant conclusions. This is a focal point of our interdisciplinary sciences.

Recommendations for Program Improvement: (changes in course content, course sequence, student advising) It would be most helpful if students focused more on practical applications and applied examples in their studies of mathematics. We end up having to teach basic quantitative skills in our program in addition to the course material, but we try our best throughout our program to teach oTd <0003>Tj /8ptl and 00110pwr521 mor2 12.222h1 185.8o7ttTj /T74 Tds ttToffept

GEOL MS Assessment 2017-2018

Program Learning Outcome 2, Data & Analysis

GEOL 6040 – Near Surface Geophysics – Winter 2018

For the Geology M.S. program, PLO 2 (Data & Analysis) was assessed using student work from GEOL 6040 (Near Surface Geophysics). PLO 2 for the M.S. program states that students will be able to collect, analyze, and interpret data using advanced discipline-specific methods, techniques, and equipment. GEOL 6040 is a degree-counting graduate geology course. Assessment of PLO 2 was performed using a homework assignment (attached) containing a range of problems, including calculation of the gravity response due to a geometric solid and the analysis of gravity data collected by the same students during a previous lab period.

The success of ten students in GEOL 6040 during Winter 2018 in meeting the Data & Analysis PLO was assessed using the Lab Report rubric (attached). The rubric includes five criteria that were ranked using numeric scores from 0 to 3, where 3 is the best. The average total score for students was 11.1 (out of 15 possible) and the standard deviation was 2.6. One student was

Department of Earth and Environmental Sciences, CSCI

ASSESSMENT PLAN: M.S. in Environmental Geosciences

Date prepared: Winter 2016

PROGRAM MISSION

CSUEB Missions, Commitments, and ILOs, 2012 version

CSUEB Geology M.S. Program Description

To serve graduate students who are employed during the day, many graduate courses in the Department of Earth and Environmental Sciences are offered in the evenings. In addition to regular catalog courses, recent graduate seminars and advanced topics courses have dealt with such subjects as rock mechanics, applied geophysics, isotope hydrology,

Year 1: 2018-2019

1.Which PLO(s) to assess	PLO 4 (Communication), PLO 3 (Research)
2.Assessment indicators	GEOL602 Term Paper; GEOL641 Precis & Oral Presentation; GEOL691 Prospectus
3.Sample (courses/# of students)	GEOL602/15; GEOL641/15; GEOL691/3
4.Time (which quarter(s))	Fall 2018; Spring 2019
5.Responsible person(s)	Luther Strayer, Jean Moran
6.Ways of reporting (how, to who)	The report is delivered to the Chair, and distributed to the faculty. It is also included within the department report.
7.Ways of closing the loop	Areas of improvement are discussed at faculty meetings, improvements and revisions to future courses are expected.

Year 2: 2019-2020

1.Which PLO(s) to assess	PLO 1 (Knowledge)
2.Assessment indicators	Course assignments and projects, with department rubric.
3.Sample (courses/# of students)	GEOL633/15 Characterization Project, GEOL671/10 Map Project
4.Time (which quarter(s))	Fall 2019; Spring/Intersession 2020.
5.Responsible person(s)	Mike Massey, Luther Strayer.
6.Ways of reporting (how, to who)	Reports first to the Chair and then to the entire faculty for comment & discussion. An end-of-year meeting will be devoted to evaluating assessment results and “closing the loop.”
7.Ways of closing the loop	Identified “areas for improvement” will be incorporated into modified/updated courses for future graduate majors

Year 3: 2020-2021

1.Which PLO(s) to assess	PLO 2 (Synthesis), PLO 5 (Globalh1K21.36 323.88 Tm (,)Tj 323.8

Year 4: 2021-2022

1. Which PLO

CSUEB ILO Critical Thinking Rubric Approved by Academic Senate, March 2016 Description: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.				
	4	3	2	1

Explanation of

CSUEB ILO Written Communication Rubric Approved by Academic Senate, May, 2017

Description: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

	4	3	2	1
Statement of purpose, thesis or controlling idea(s)	Clearly states a central idea, appropriate to the assignment.	Adequately states a central idea, generally appropriate to the assignment.	Inconsistently or superficially states a central idea, minimally appropriate to the assignment.	Lacks statement of a central idea, or states central idea inappropriate to the assignment.
Audience awareness	Demonstrates clear understanding of audience, appropriate to the assignment.			

Courses (GEOL)	units	R/E/Group	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
601 Professional Ethics in the	1	R				I	M(A)
602 Graduate Seminar	2	R	D		D	M(A)	D
621 Near Surface Geophysics	4	A	D	D (A)		D	
622 Seismic Exploration	4	A	I	D		D(A)	
631 Isotope Geochemistry	4	B	I	M	D	D	
634 Biogeochemistry	4	B	D		I	D	D
641 Earthquake Geology	4	A	D			M(A)	D
642 Internship	1-3	E	D		D		D
643 Tectonic Geomorphology	4	C	D	D	D	D	
644 Structural Styles	4	C	D (A)			M	M
645 Engineering Geology	4	C	D	M			D
659 Professional Certification	3	E	M(A)				D

Assessment Summary, MS Environmental Geoscience, 2018-2019

Overview

We present an assessment from the MS Environmental Geosciences program that evaluates our Program Learning Outcomes 3) Research and 4) Communication

GEOL 691 Thesis AY 2018-2019

0 D L Q) L Q G L Q J V Four EES students completed university MS. th

The CSUEB Writing rubric (attached) is used to assess PLO 4 (Communication)

Student	Statement of Purpose	Audience Awareness	Organization, cohesion, and clarity	Presentation of supporting ideas	Language usage, sentence