

Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): **TECH 27210, Introduction to sustainability (3 credits)**

Department/School: **College of Applied Engineering, Sustainability, and Technology**

Proposed Kent Core Category: Composition Humanities and Fine Arts Social Sciences
 (please check appropriate box) Mathematics and Humanities Basic Sciences
 Critical Reasoning Fine Arts Additional

A sample syllabus must accompany the plan.

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities	<p>Outcome 1: The students will show growth in their understanding of sustainability.</p> <p>Outcome 2: The students will develop the ability to apply the basic principles of sustainability to economic growth, environmental protection and social equality.</p>	<p>The Instructor will determine 5 essential questions related to the three pillars of sustainability. Students will be asked to answer the 5 questions at the beginning of the class and at the end of the class. These 5 questions may be embodied in homework assignments, quizzes or exams. The comparison of the answers at the two times (the beginning and end of the semester) for an individual will be used to assess the student's growth in understanding. This assessment will be carried out by a faculty committee from the College that will oversee that the objectives of the course are met and will generate a brief report summarizing these results.</p>	<p>A brief report from the committee summarizing the comparison results will be available in the course portfolio.</p>

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Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; competence in analysis and logical argument	Outcome 5: The students will be able to evaluate (at an introductory level) sustainability related issues and present sustainable options in one of the following areas (water, food, climate, or energy).	At the beginning of the semester, students will write a brief essay on their general precourse understanding of sustainability. Late in the second half of the semester, an assignment will ask the students to write an essay to discuss 1) their still progressing, but improved understanding of sustainability and 2) how they would address a specific issue of sustainability. A student's improvement in critical thinking and problem solving can be partially assessed by comparing the two essays the student wrote. If there are too many students in the class, a 15-25% (or 10-20 students) representing sample essays will be selected for this assessment. This assessment will be carried out by a faculty committee from the College that will oversee that the objectives of the course are met and will generate a brief report summarizing these results.	A summary of the essay comparisons, and copies of these essays (all or samples) will be presented by the faculty committee.
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens	Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy	Outcome 5: The student will participate in class discussions and presentations. They will develop the ability to argue multiple points of view, and articulate their position in a clear, concise, understandable manner.	The assignments corresponding to this outcome require the students to develop their vision and voice of sustainability. Students are required to understand the current challenges and propose possible solutions to address these challenges in their selected areas. Multiple sustainability principles learned over the course should be applied to their proposed solutions. The student learning can be assessed from their essays and oral presentations. If there are too many students, a 15-25% (or 10-20 students) representing sample essays will be selected for this assessment. This assessment will be carried out by a faculty committee from the College that will oversee that the objectives of the course are met and will generate a brief report summarizing these results.	A summary of these essays will be presented by the faculty committee in charge of reviewing that the objectives of the course are met.

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24 April 2010 (approved by the University Requirements Curriculum Committee)

17 May 2010 (approved by the Educational Policies Council)

13 September 2010 (approved by the Faculty Senate)

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course? Outcome 3: The student will demonstrate an understanding of the impact of human activities on the environment.	IV. What method(s) will be used to assess student learning? These student learning will be assessed through homework assignments and exams. Statistics of the students' final scores will be generated to illustrate the students' learning. This assessment will be conducted by the Instructor (the lead instructor if there are multiple instructors).	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course? The statistic data of the students' final score will be available for review.
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance	Acquire an understanding of our global and diverse culture and society			

ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.


 Department Chair/School Director (or designee) Signature

Aug 14, 2014
 Date