

2014

ENVR 499a and 499b: Environmental Studies Senior Thesis I & II ACE 10 Course

David C. Gosselin

University of Nebraska - Lincoln, dgosselin2@unl.edu

Sara Cooper

University of Nebraska-Lincoln

Follow this and additional works at: <http://digitalcommons.unl.edu/accredqi>

Gosselin, David C. and Cooper, Sara, "ENVR 499a and 499b: Environmental Studies Senior Thesis I & II ACE 10 Course" (2014).
Quality Initiative. 23.

<http://digitalcommons.unl.edu/accredqi/23>

This Article is brought to you for free and open access by the Accreditation at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Quality Initiative by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.



ENVR 499a and 499b: Environmental Studies Senior Thesis I & II



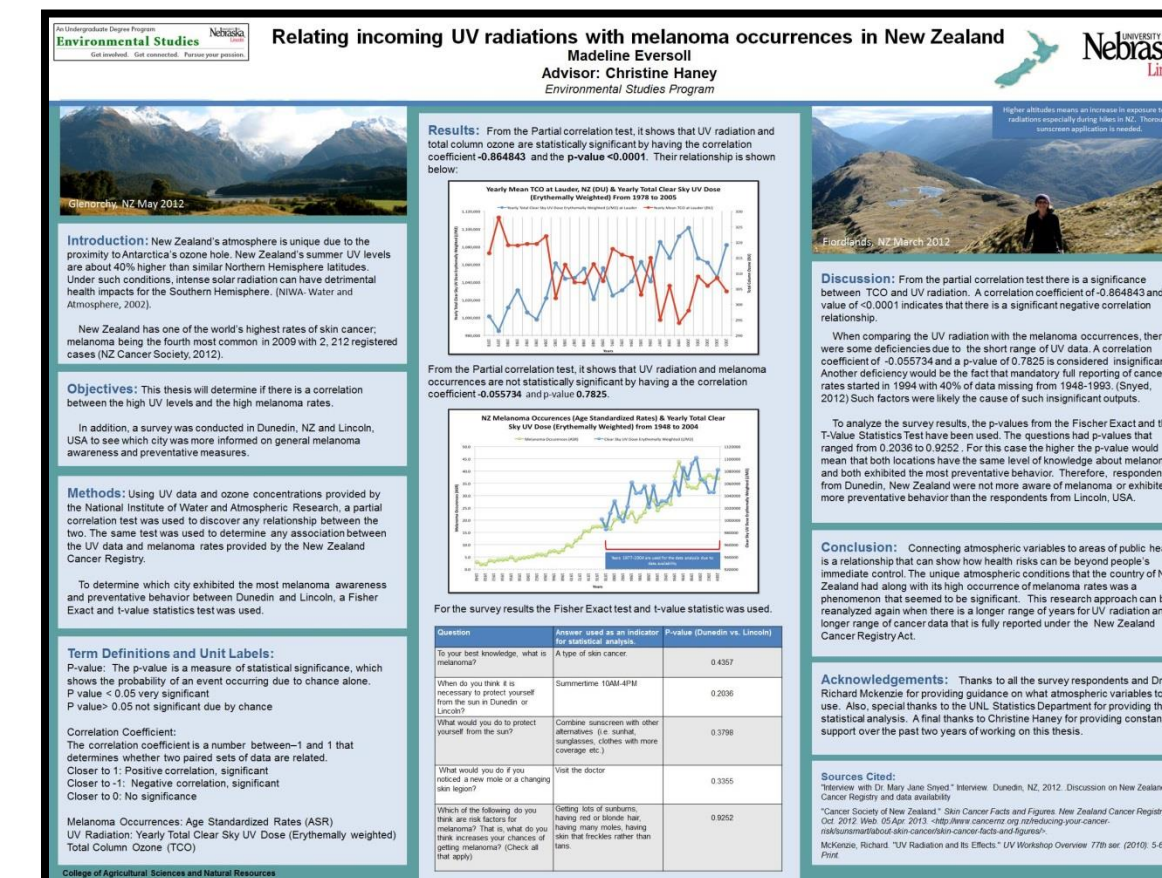
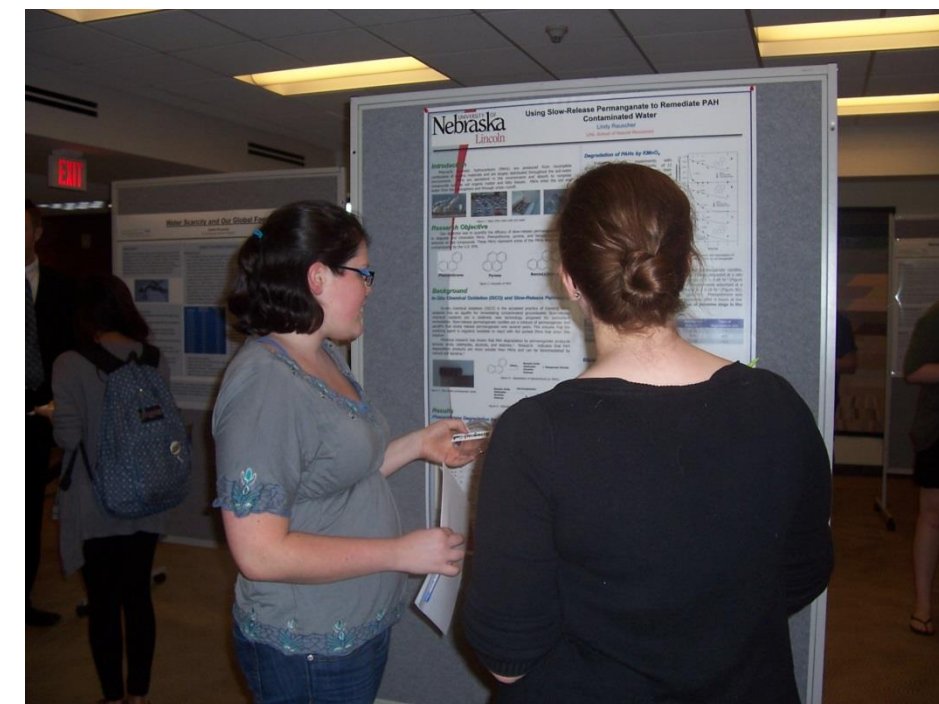
ACE 10 Course

David Gosselin and Sara Cooper

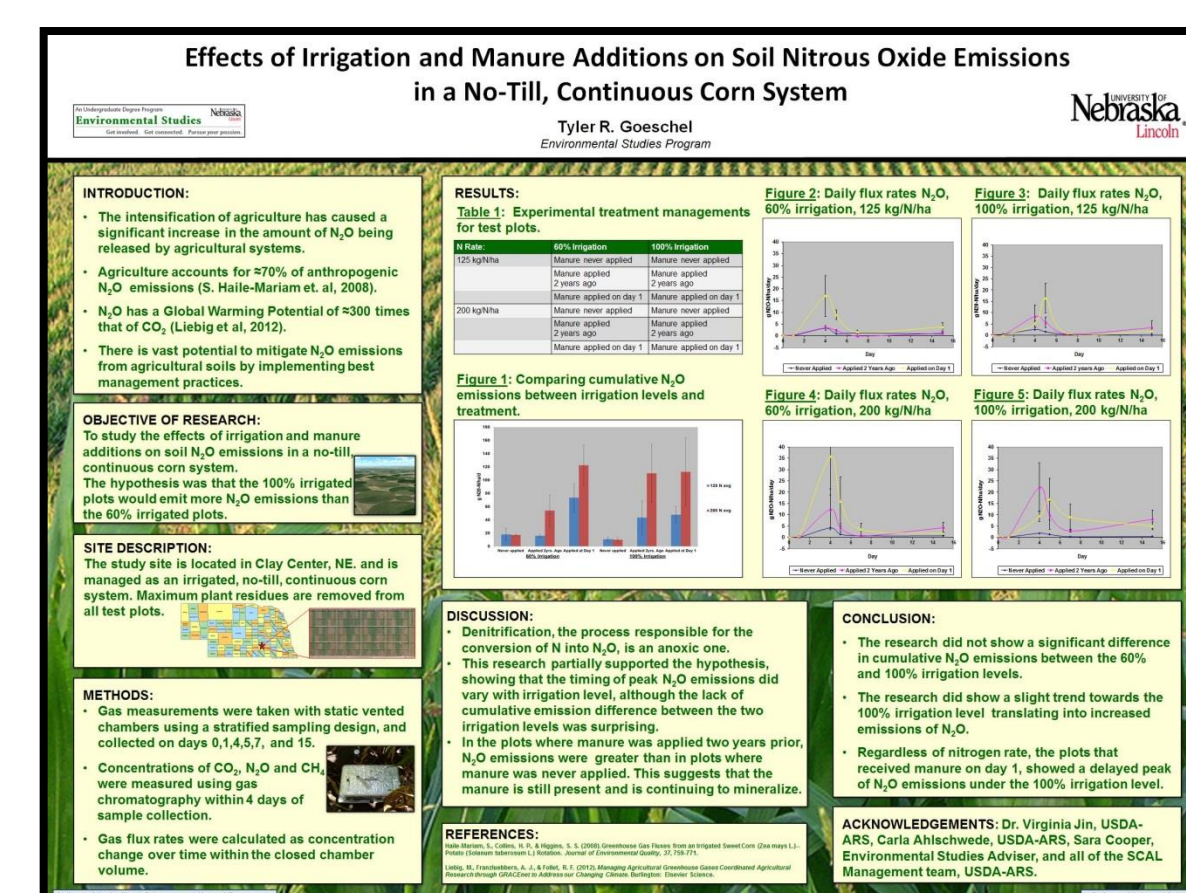
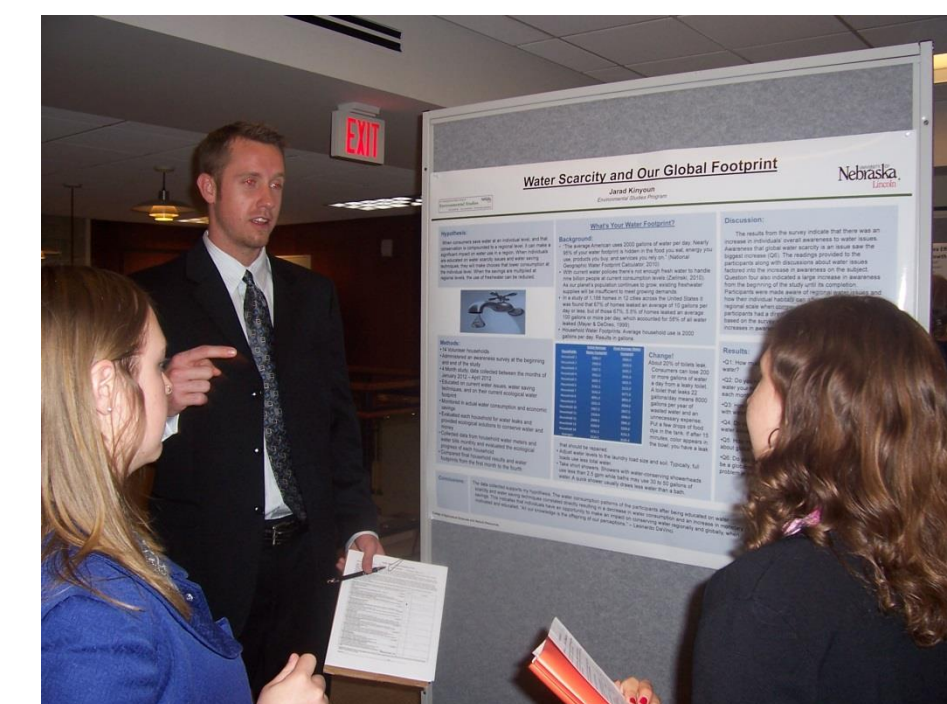
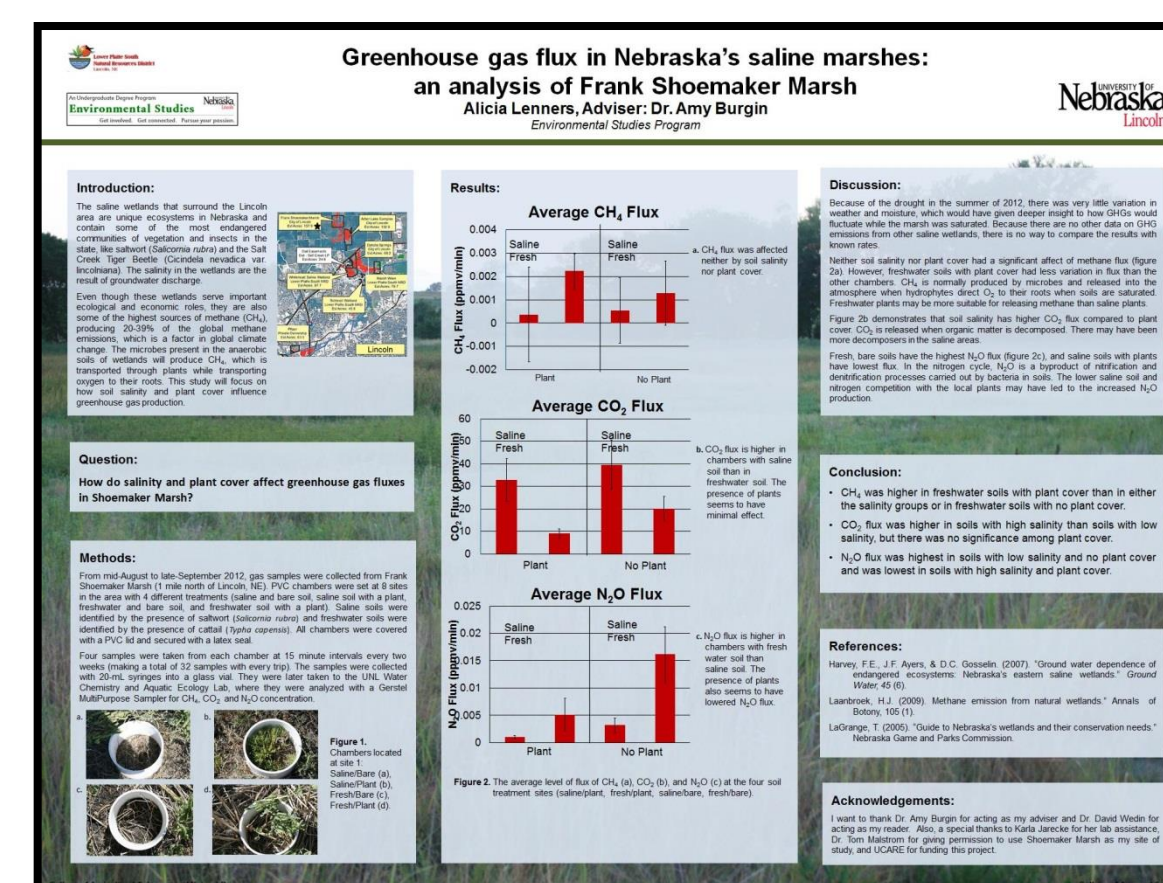
ACE 10 Question

To what extent to can senior thesis posters be used to assess the ACE 10 outcome?

Student Work



Posters Featured at Environmental Studies Showcase



ENVR 499 Course Sequence

- ENVR 499a (1 Credit Hour) and ENVR 499b (2 credit hours) are bundled.
- Successful completion required to complete an Environmental Studies degree in CASNR or CAS.
- Primary goal is to generate a creative or scholarly product, referred to as a Senior Thesis.

Learning Outcomes

By the end of the course, the student will:

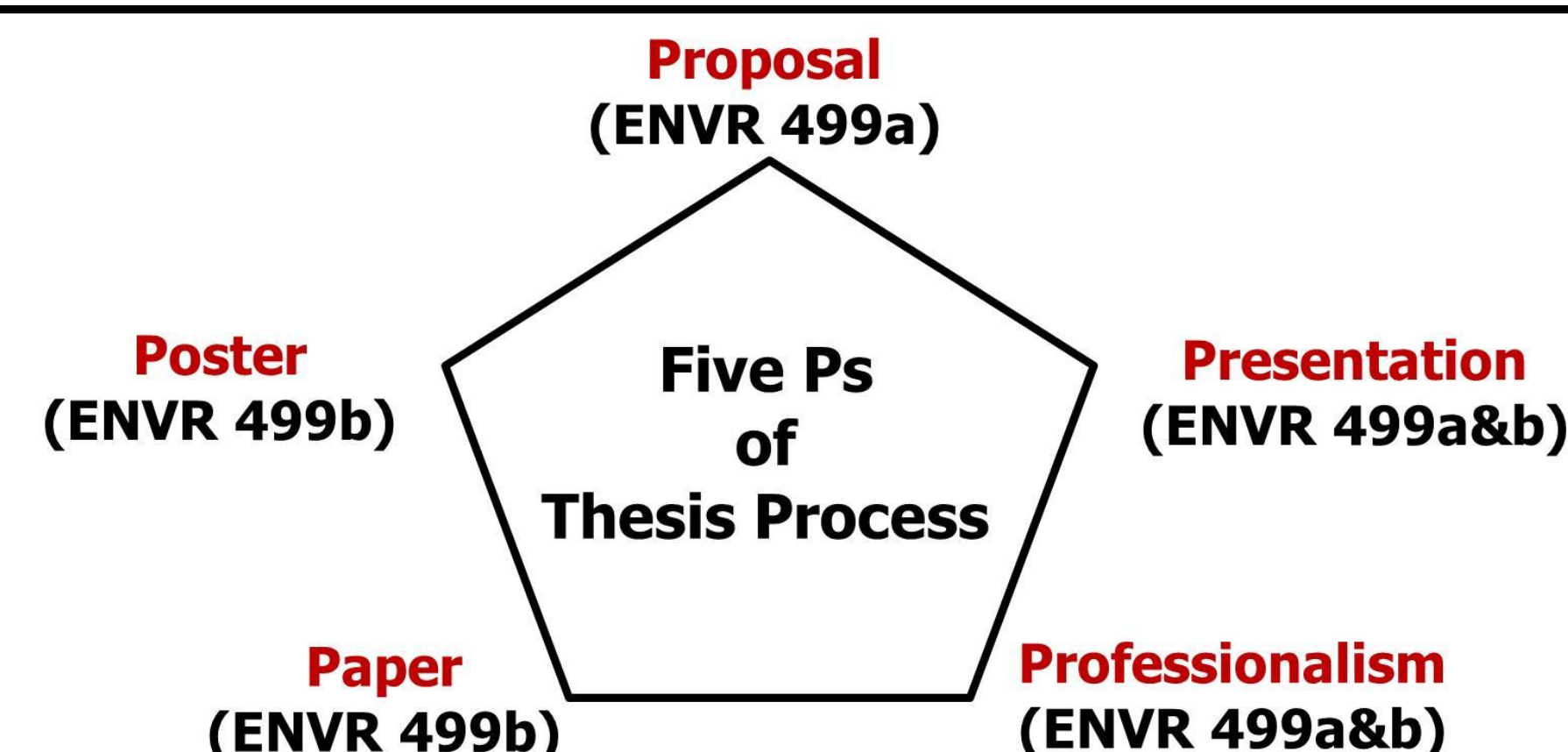
Meet **ACE 10 outcome** to generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

ENVR 499a

- Identify a scholarly, creative and/or research topic of interest.
- Identify a thesis advisor and thesis reader.
- Compose an actionable research question/hypothesis/objective for the project.
- Formulate an action plan to complete the project.
- Assemble a literature review that adequately describes and supports the relevance and action plan for the project.
- Prepare a properly formatted and written thesis/project proposal consistent with professional standards ..
- Effectively present an oral presentation of your scholarly, creative and/or research

ENVR 499b

- Complete a written thesis having properly formatted bibliography.
- Prepare and present an oral presentation and poster of your thesis.



Contacts

Dave Gosselin and Sara Cooper, Environmental Studies Program,
149 Hardin Hall, University of Nebraska-Lincoln, Lincoln, NE 68583-0941
Gosselin Contact: Dave Gosselin: dgosselin2@unl.edu; 402-472-8919; Cooper
Contact: scooper7@unl.edu; 402-472-8823



Rubric Development

Basic Assumptions

- Limited resources for assessment (people, time)
- Growing number of students
- Complete during end-of-semester Environmental Studies Show case (1.5 hours)
- Rubric needs to include ACE 10 components
- Needs to be relatively easy to use

NRES 499B - Poster Evaluation Form				
Name of Evaluator: _____		Poster Presenter: _____		
Step 1. Examine all the posters to give you context for your review of the individual poster.				
Step 2. Examine your assigned poster. Use the rubric. For each assessment area, please answer the questions.				
Step 3. Turn in your evaluation form in the Environmental Studies table with your scores listed.				
Instructions: For each assessment question, please check the relevant box. Scoring is as follows: 0 = No evidence he/she addressed question; 1 = Some evidence, not as clear as it could be; 2 = Evidence and linkages are clearly presented. Please provide comments to help the presenter improve.				
	Score	0	1	2
Introduction and Connections to Broad Knowledge: (Max points = 6)				
- Did student place the research project in the context of previous work in the field?				
- Did the student explain the significance and importance of the topic/question?				
- Did the student link their explanation to references from the literature?				
Literature Research Conducted: (Max points = 4)				
- Was literature properly cited?				
- Was there a reference list?				
Research Question/Hypothesis/Objective: (Max points = 4)				
- Was a research question, hypothesis or objective presented?				
- Was the research question, hypothesis or objective well-articulated and easily understood?				
Methods, Procedures, and Technical Proficiency: (Max points = 4)				
- Were methods and procedures presented?				
- Were methods and procedures used in a way that linked to the question/hypothesis/objective of the study?				
- Did the student provide enough information so you understood how the investigation was conducted?				
Data and Results: (Max points = 6)				
- Were data, results, and information presented?				
- Were data, results, and information presented clearly using charts, graphs, statistics, or other appropriate means?				
- Were data, results, and information presented in a way that linked to the question/hypothesis/objective of the study?				
Discussion - Interpretation and Synthesis: (Max points = 10)				
- Were data and results discussed and analyzed?				
- Did student relate findings to addressing the question/hypothesis/objective?				
- Did student use appropriate techniques (e.g., statistics) to support interpretation?				
- Were there enough data presented to provide evidence to support the interpretation?				
- Did student link findings to previous work or other areas of research?				
Conclusion and Reflection: (Max points = 10)				
- Did student provide conclusions for all project questions/hypothesis/objective?				
- Were conclusions supported by evidence?				
- Were conclusions logically presented?				
- Did the student reflect on what they would do differently?				
- Did the student provide recommendations for future work?				
Poster Presentation: (Max points = 10)				
- Did the title appear in the poster content?				
- Was the poster visually appealing?				
- Were the graphs, images, tables readable?				
- Was information organized so you understood it?				
- Was the poster free of spelling and grammatical errors?				
Total		(Maximum Points = 50)		
Signature _____		Date _____		

Design

- Use a series of questions for which the responses are:
 - 0 = No evidence he/she addressed question
 - 1 = Some evidence, not as clear as it could be
 - 2 = Evidence and linkages are clearly presented.

Improving ACE 10 Learning

- Rubric will be implemented for the Spring 2014 Environmental Studies Showcase.
- Results will be used to identify areas in which students need additional guidance and assist...curricular/course requirements may need to be modified.
- This modification to our ACE 10 assessment approach will contribute to our continued annual examination of thesis products to improve what we do.