

ENVS Learning Outcomes Questionnaire for Students, Spring 2020

Start of Block: Preface

Preface Congratulations on completing your Environmental Studies degree. As you are likely aware, the ENVS program has grown and changed substantially over the past several years. With the growth of the program, the Undergraduate Curriculum Committee has begun to review the current ENVS curriculum and align learning objectives for future ENVS course requirements. As a student who has recently the ENVS major curriculum, your perceptions of your learning and the curriculum are especially valuable in the curriculum review and alignment process. The survey is designed to collect insights about your experience and should take no more than 5 minutes to complete. Survey responses are anonymous. There are four questions in this survey. The first and last questions ask you to consider what you found most useful about what you learned as an ENVS major; the second and third questions ask you to evaluate your experience with specific learning outcomes. Collectively, your feedback will be used to refine and continue improving the ENVS undergraduate curriculum.

End of Block: Preface

Start of Block: Distinctive Features of the Environmental Studies Major

Q1 What, in your experience, are the most useful things you learned as an Environmental Studies major? Name all that apply.

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Q2 Rate your proficiency in performing each of the skills below. Note that this list is prospective—that is, it looks ahead to future aims of the ENVS curriculum. This list may or may not reflect the set of skills you developed through the ENVS major, but your insight about these skills will help ENVS adjust course requirements.

	I am excellent at this. (8)	I am ok at doing this (9)	I need a lot more support to do this. (10)
Integrate scientific principles of human-environment interactions, understanding of perspectives and values, and practical responses in the study of environmental problems and proposed solutions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate different sources, claims, and data for environmental topics and construct their own arguments. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce an independent research-based analysis of an environmental issue. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate contrasting perspectives on and values for environmental issues. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generate effective communication about environmental topics in written and oral format (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q3 For each skill below, note which type(s) of courses taught or practiced it. Select any that apply, and, where relevant, follow up in the box [to the right] to note specific courses where you learned or practiced that skill.

	ENVS Course (ENVS #####) (8)	ENVS-Requirement Course in another department (e.g., EBIO, ATOC, GEOG) (9)	Core, Gen Ed, or Elective Course (13)	Other (16)	N/A (14)
Integrate scientific principles of human-environment interactions, understanding of perspectives and values, and practical responses in the study of environmental problems and proposed solutions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate different sources, claims, and data for environmental topics and construct their own arguments. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce an independent research-based analysis of an environmental issue. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate contrasting perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

on and values
for
environmental
issues. (4)

Generate
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Q4 Beyond the learning objectives listed in questions 2 and 3 above, are there any skills or content knowledge that the ENVS program should add or change as it develops new iterations of the major? E.g., are there any skills missing from the ENVS curriculum (i.e. required courses), skills you learned elsewhere that would be useful for all ENVS students to develop, skills that you plan to continue developing after graduation?

End of Block: Distinctive Features of the Environmental Studies Major

Start of Block: Thank You!

closing Thank you for sharing your insights about the Environmental Studies Program undergraduate curriculum. As ENVS grows and changes, the input you shared will be integrated into future curriculum mapping and alignment projects. Best wishes as you begin your journey as an ENVS alumnus. As you develop your path, let us know how you are doing. Keep in touch at gogreen@colorado.edu.

End of Block: Thank You!
