Millikin University
Student Learning in the Environmental Studies Major

By Roslyn O'Conner, Environmental Studies Coordinator
Annual Report July 15, 2019

Executive Summary

The Environmental Studies Program supports the mission of Millikin University in preparing students for professional success, democratic citizenship in a global environment, and a personal life of meaning and value. The mission of the program is to produce Environmental Studies majors who will:

1) Understand this multidisciplinary field of study, and identify courses that provide the breadth and depth of knowledge needed for their chosen career path in environmental studies. (MU Prepares 1 and 2)

2) Analyze a complex environmental issue using appropriate sources and include the ethical underpinnings of the issue. (MU Prepares 2 and 3)

3) Connect theory and practice through either participating in an internship, or by completing a research project, related to environmental studies. (MU Prepares 1 and 2)

4) Evaluate the importance of an environmental topic to local and global communities and reflect critically on their relationship to that topic. (MU Prepares 2 and 3)

To measure student learning with respect to these goals, the Environmental Studies Coordinator, with the help of the Environmental Studies Committee, will assess students in the program annually, using feedback from assessments at each level to guide programmatic improvement. Assessment methods will involve detailed scaled rubric sheets to evaluate chosen artifacts that measure learning goals.

For the 2018-2019 academic year, we rated student learning in each of these areas as located somewhere between "red light", "yellow light" and "green light" status. We examine accumulated data for trends that assist us in deciding on necessary programmatic changes, as needed. Programmatic assessment methods include reflections, research papers and the capstone professional paper.

As data are collected over time and trends become apparent, we close the loop of assessment by refining our curriculum and our teaching methodology in this major to better assist students in achieving success in mastering the designated learning goals and obtaining their degrees.

The Environmental Studies major continues to be strengthened through analysis of these assessment data and curricular adjustments discussed and approved by the Environmental Studies Committee, the Director of Academic Effectiveness, and the Dean of the College of Arts and Sciences.

Goals and Mission of the Environmental Studies Major

The global environment influences every person on Earth every day and is currently facing unprecedented changes because of environmental issues such as human overpopulation, habitat loss, and pollution. Moreover, significant global issues are intimately tied to our relationship with the environment. Global solutions to poverty are rooted in the acquisition and distribution of natural resources, which are in turn, dependent on sustainable use of the environment. Solutions will require an interdisciplinary knowledge of fields such as political science, economics, philosophy, sociology, communications, the natural sciences and mathematics.

The Environmental Studies major is an interdisciplinary major that will stimulate informed democratic citizenship in a global environment and enhance one's knowledge of the complex and dynamic relationship between humans and the natural world. Graduates of this program will be prepared to implement solutions to these environmental issues through a variety of career opportunities in government, law, tourism, business, social services, education, public relations and others.

Learning Outcome Goals

All Environmental Studies majors will:

1) Understand this multidisciplinary field of study, and identify courses that provide the breadth and depth of knowledge needed for their chosen career path in environmental studies. (MU Prepares 1 and 2)

2) Analyze a complex environmental issue using appropriate sources and include the ethical underpinnings of the issue. (MU Prepares 2 and 3)

3) Connect theory and practice through either participating in an internship, or by completing a research project, related to environmental studies. (MU Prepares 1 and 2)

4) Evaluate the importance of an environmental topic to local and global communities and reflect critically on their relationship to that topic. (MU Prepares 2 and 3)

Snapshot

In a world where citizens and their governments, businesses and nonprofit organizations are becoming more environmentally aware, our students see the advantage of increasing their knowledge and skills in Environmental Studies. Therefore, in the fall of 2011, Millikin University added an Environmental Studies Minor to its curriculum. After five years, 17 students graduated with the minor. In addition, seven out of our ten peer institutions and eight out of our ten aspiration institutions have either an environmental studies or environmental science program that includes a major and minor.

Therefore, the Environmental Studies major was added to the Millikin University curriculum in the fall of 2016. The major and minor, taken together, represent the Environmental Studies program. The program consists of a Coordinator and an advisory Environmental Studies Committee. The program had its first major graduate in May of 2018.

Faculty/Teaching Environments

Since the Environmental Studies major is interdisciplinary, the faculty that teach courses for the major are members of departments from across the university. Therefore, courses are taught in a variety of buildings across campus depending on the instructional needs of the particular course. Faculty who consistently teach courses for the program include; Dr. Julie Bates (English), Prof. Barbara Broadbear (Exercise Science and Sport), Dr. Thomas Duncanson (Communications), Dr. David Horn (Biology), Dr. Ken Laundra (Sociology), Dr. Amber Lusvardi (Political Science), Prof. Roslyn O'Conner (Biology), Dr. Erik Roark (Philosophy), and Dr. Carrie Trimble (Marketing).

Cohort History and Class Size

The number of students in the Environmental Studies major has increased over time (Table 1). These students consist of incoming freshmen, transfer students and students that change majors between semesters. At the end of May 2019, there were an accumulated 24 Environmental Studies minor graduates. Presently, there are four Environmental Studies minors.

Table 1. Total Count of Majors at the Beginning of the Spring Semester

	Spring 2017	Spring 2018	Spring 2019
EV Majors	4	9	13

Courses Taught

The curriculum has a "core" component for all majors and then has been further divided into two concentrations, the Environmental Policy Concentration and the Natural Resources Concentration (Appendix A). These concentrations allow students to focus on a path that could prepare them for environmental careers such as an environmental policy analyst, environmental lobbyist, conservation officer, park interpreter, environmental educator, environmental consultant or graduate work to pursue a career in environmental law.

The Learning Story

The Environmental Studies major experience includes a combination of "core and supporting" courses required of all majors and then two possible concentrations based on the student's future career path. The core and supporting courses provide a sense of a learning community for the majors, since they often take these courses during the same semester.

The core courses include "Introduction to Environmental Studies" which provides an overview of the major and allows students to explore their career options. Also, this course particularly provides a sense of a learning community since the small classroom size gives the majors a place to get to know each other. Other core courses provide the student opportunities to understand environmental ethics and current environmental issues, both locally and globally. Finally, the culminating core courses provide their "performance learning" experience which can be either an internship experience or a research experience. This performance learning experience is shared with others through their Environmental Capstone course.

The supporting courses provide opportunities for understanding economics, politics, and communication in the business world; skills that are important for any environmental career. Students then choose to emphasize either the Environmental Policy or Natural Resources

concentration courses based on their career path. Both of these concentrations provide opportunities to fine-tune further the student's knowledge and skills in a particular area.

Just as the curriculum helps the students actualize their plans of study, so too does the advising process. Advising is accomplished through regular meetings and communications with an academic advisor. During these meetings, students can discuss career plans, challenges they may be having or schedule courses using a carefully crafted Advising Worksheet that clearly indicates when and what courses need to be taken for graduation (Appendix B).

Curriculum Map

Courses listed below each goal provide information and experiences necessary for students to complete the departmental goals in a timely manner during their four years at Millikin.

Academic Year	Goal #1	Goal #2	Goal #3	Goal #4
Freshman	EV110: Intro. to Environmental Studies			
Sophomore	Expanded in all other courses taken	EV251: Creating a Green Society PH219: Environmental Ethics		
Junior	Expanded in all other courses taken	EV350: Global Environmentalism	EV391/392 or EV370/371: Environmental Studies Research or Internship	
Senior	Expanded in all other courses taken		EV391/392 or EV370/371: Environmental Studies Research or Internship	EV481: Environmental Studies Capstone

Assessment Methods

Each year, as data are collected and trends become apparent, the loop of assessment will be closed by refining the curriculum and teaching methodology in the major to assist students in achieving success in mastering our designated program learning goals.

Throughout the school year, artifacts are collected and stored in the "G" share folder named "Environmental Studies Program Annual Assessment Artifacts_OConner." The number of artifacts collected is dependent on two things; how many students take the course and how many students submit the artifacts. At the end of the school year, these artifacts are scored using the appropriate rubric for each learning goal. Each of the three objectives, in a rubric, are graded on a 5-point scale as described in the rubric, with "5" representing excellent, "3" representing adequate and "1" representing nominal success in addressing the objective. The scores, from all artifacts, were then averaged with average scores >3.5 considered "green light" status, scores between 2.5 and 3.5 considered "yellow light" status and scores <2.5 considered "red light" status. All raw rubric evaluation data is available in the G share folder. For the 2018-2019 report, one faculty member scored the artifacts.

Assessment Data and Analysis of Assessment Results

Learning Goal 1:

Understand this multidisciplinary field of study, and identify courses that provide the breadth and depth of knowledge needed for their chosen career path in environmental studies is assessed through the EV110: Introduction to Environmental Studies "Career Path Reflection" assignment. (See Appendix C for the Rubric.)

In the spring semester of their first year at Millikin University, first-year and transfer student Environmental Studies majors take EV110: Introduction to Environmental Studies. This one-credit course introduces students to the topic of Environmental Studies through various readings, includes Environmental Studies Capstone presentations to give the new students an idea of possible internships or research projects, and allows students to explore different careers in the field. Since the Environmental Studies major is a multidisciplinary major with many opportunities for careers, it is important for the majors to educate themselves on what career they want to pursue and how the Environmental Studies program can prepare them, specifically, for that career. Therefore, after choosing a possible career path and giving a presentation about that career, the students complete the "Career Path Reflection" assignment. This assignment asks them to compare the two concentrations "Environmental Policy" and "Natural Resources," choose which concentration is appropriate for their career path and identify the courses needed for their career path.

In the spring of 2019, six students were enrolled and four artifacts were collected and assessed (Table 2). The average scores for the objectives for the learning goal and the learning goal overall received the "yellow light" status. However, the scores are at the top end of the range (2.5-3.5) with two students scoring excellent for the objectives but the other two students with scores of adequate or nominal.

Table 2. Learning Goal 1: Average Scores from Four Artifacts.

Compare the two concentrations	**3.5**
Choose which concentration	**3.5**
Identify courses needed	**3.5**
Learning Goal Score	**3.5**

Learning Goal 2:

Analyze a complex environmental issue using appropriate sources and include the ethical underpinnings of the issue is assessed through the EV350: Global Environmentalism "Global Environmental Issue Essay with Ethical Reasoning" assignment. (See Appendix D for the Rubric.)

The Environmental Studies majors typically take EV350: Global Environmentalism during their junior year. This writing-intensive course expands on the previous knowledge of ethics and environmental issues the students gained from PH219: Environmental Ethics and EV251: Creating a Green Society. During the course, the students get extensive practice with reading and writing through weekly assignments, quizzes, and exams. In addition, classroom discussions include the ethical ramifications of environmental issues. A large component of the course is the "Global Environmental Issue Essay with Ethical Reasoning" assignment. This assignment asks the students to analyze a complex environmental issue, use appropriate sources when making their analysis, and include the ethical underpinnings for the issue.

In the spring of 2019, 12 students were enrolled and 12 artifacts were collected and assessed (Table 3). One objective, "Use appropriate sources," received the "yellow light" status but the other two objectives received the "green light" status. The average scores for the learning goal overall received the "green light" status.

Table 3. Learning Goal 2: Average Scores from Twelve Artifacts.

Analyze an environmental issue	**4.2**
Use appropriate sources	**3.5**
Include ethical underpinnings	**4.2**
Learning Goal Score	**3.9**

Learning Goal 3:

Connect theory and practice through either participating in an internship, or by completing a research project, related to environmental studies is assessed through the EV370: Environmental Studies Internship "Reflection Paper" assignment or the EV39X: Environmental Studies Research "Reflection Paper" assignment. (See Appendix E for the Rubric.)

During their junior or senior years, Environmental Studies majors complete either an internship experience or a research project. A faculty mentor meets weekly with the student to monitor his/her progress, read the student's journal, provide feedback, and communicate with on-site supervisors. In addition, the student evaluates his/her experience and how it connects theory and practice, by writing a "Reflection Paper." This paper asks the student to explain how the experience fits in with his/her existing knowledge, analyze how the learning acquired from the experience was applied to new situations, and evaluate how the experience prepares them for future goals.

In the fall of 2018, one student was enrolled and one artifact was collected and assessed in spring of 2019 (Table 4). The score for the "Explain how the experience fits" and the "Analyze the learning acquired" objectives for the learning goal received the "yellow light" status but the learning goal overall received the "green light" status.

Table 4. Learning Goal 3: Scores from One Artifact.

Explain how the experience fits	**3.0**
Analyze the learning acquired	**3.0**
Evaluate how the experience prepares	**5.0**
Learning Goal Score	**3.7**

Learning Goal 4:

Evaluate the importance of an environmental topic to local and global communities and reflect critically on their relationship to that topic is assessed through the EV481: Environmental Studies Capstone "Professional Paper" assignment. (See Appendix F for the Rubric.)

During the second semester of their senior year, students take EV481: Environmental Studies Capstone. This one-credit course provides students with guidance for post-graduation opportunities, such as writing a resume or applying for graduate school. In addition, students complete a capstone presentation, for the EV110 course and for the Celebrations of Scholarship day, and write a "Professional Paper". Both the presentation and the paper refer to the

environmental topic that students studied in their internship or research project. The paper asks students to evaluate the importance of the topic to local and global communities, and reflect critically on their relationship to the topic.

In the spring of 2019, four students were enrolled and three artifacts were collected and assessed (Table 5). All average scores for the objectives for the learning goal and the learning goal overall received the "green light" status.

Table 5. Learning Goal 4: Average Scores from Three Artifacts.

Evaluate the importance of the topic to global communities	**3.7**
Evaluate the importance of the topic to local communities	**5.0**
Reflect critically on their relationship to the topic	**3.7**
Learning Goal Score	**4.3**

Improvement Recommendations for the Environmental Studies Program

This is the second annual assessment report for the Environmental Studies program. The 2017-2018 report revealed that the program's previous learning goals were not adequate to evaluate the program. Therefore, after communications between the Environmental Studies Coordinator, the Environmental Studies Committee, the Director of Academic Effectiveness, and the Dean of the College of Arts and Sciences, the new learning goals used in this 2018-2019 report were developed and then approved.

Going forward, annual assessment reports with ongoing trends will be shared with the Environmental Studies Committee, the Director of Academic Effectiveness, and the Dean of the College of Arts and Sciences. If trends indicate that changes are required for program improvement, then recommendations will be made to the faculty who teach courses for the major. Based on the analysis of assessment results for the 2018-2019 school year, the following recommendations are proposed.

Learning Goals:

1) Understand this multidisciplinary field of study, and identify courses that provide the breadth and depth of knowledge needed for their chosen career path in environmental studies. (MU Prepares 1 and 2)

Of the four artifacts assessed, two of the students received excellent scores for the three objectives, but the other two students received adequate/nominal scores. While this could have been a reflection of the abilities of the students themselves, we feel it would be beneficial to clarify the assignment instructions and be sure that additional guidance about the difference between the two concentrations is provided. "YELLOW LIGHT"

2) Analyze a complex environmental issue using appropriate sources and include the ethical underpinnings of the issue. (MU Prepares 2 and 3)

While the overall learning goal score received the "green light" status, the "Use appropriate sources" objective received the "yellow light" status because, while most of the students used appropriate sources, not all of them did. "GREEN LIGHT"

3) Connect theory and practice through either participating in an internship, or by completing a research project, related to environmental studies. (MU Prepares 1 and 2)

The single internship artifact for this goal was collected in the fall of 2018. This was before the updated learning goals and their rubrics were finalized. Despite this, the student, and therefore the learning goal, did receive "green light" status. However, while the student clearly evaluated how the experience would prepare them her for her future career, she only had an adequate understanding of the connections between the experience and her previous knowledge. We recommend that future trends be carefully monitored, and see if this was just an anomaly; especially in light of the fact that future students will have the updated "Reflection Paper" assignment guidelines and rubric as their guide. "GREEN LIGHT"

4) Evaluate the importance of an environmental topic to local and global communities and reflect critically on their relationship to that topic. (MU Prepares 2 and 3)

The overall learning goal score, and all objectives, received the "green light" status. The three capstone students had a clear understanding of their environmental topics at both the local and global levels and were able to reflect critically on their relationship to that topic. In addition, all three students presented their capstone projects at the Celebrations of Scholarship. Therefore, at this time, we have no recommendations for improvement. "GREEN LIGHT"

The Environmental Studies program increased from four majors in the spring of 2017 to thirteen majors at the beginning of spring 2019. This growth is outstanding and we are very gratified to see that the program is of interest to students. However, with this growth, the current responsibilities of the Environmental Studies Coordinator are also increasing (Appendix G). While some responsibilities are not dependent on the number of majors, some are, such as total advisees, the number of artifacts to assess for the annual assessment report, and increased one-on-one contact with prospective students. The members of the Environmental Studies committee provide some assistance but they have their own departmental obligations too. Therefore, it is recommended that the Environmental Studies Coordinator receive one course release per year.

APPENDIX A
Environmental Studies Major Core and Concentration Courses

Core Courses (required and earn a grade of C- or above):
EV110. Introduction to Environmental Studies (1)
EV130. Environmental Biology (4)
EV251. Creating a Green Society in the U.S. (3)
PH219. Environmental Ethics (3)
EV350. Global Environmentalism (3)
EV370, EV371. Environmental Studies Internship (1-4) **OR** EV391, EV392. Environmental Studies Research (1-2)
EV481. Environmental Studies Capstone (1)

Concentration Courses (required and earn a grade of C- or above):
Choose at least 6 courses, with at least 4 @ 300 level:
(4 courses from one concentration and 2 courses from the other concentration)

Environmental Policy Concentration
CO251. Introduction to Public Relations (3) (pre-req. = CO101 or consent of instructor)
CO306. The Discourse of Environmental Advocacy (3)
CO306. The Discourse of Environmental Documentary (3)
CO310. Small Group Communication (3) (pre-req. = CO101 or consent of instructor)
CO343. Communication and Conflict (3)
EN200. Environmental Writing (3)
HI206. Cultural Geography (3)
PO221. Introduction to International Relations (3)
PO235. Introduction to the Criminal Justice System (3)
SO120. Introduction to Anthropology (3)
SO201. Statistical Methods in the Behavioral Sciences (3) (pre-req. = PS130 or SO100)
SO330. Sociology of Gender (3) (pre-req. = SO100)
SO390. Environmental Sociology (3)
SO365. Sociology of Globalization (3)

Natural Resources Concentration
BI125. Local Flora (4)
BI220. Field Ecology (4)
BI280. Ecological Journeys (4)
BI314. Ecology (4) (pre-req. = BI105/155 and BI108/158 or consent of instructor)
BI325. Vertebrate Biology (4) (pre-req. = BI108/158 or consent of instructor)
BI326. Plant Biology (4) (pre-req. = BI108/158 or consent of instructor)
BI340. Conservation Biology (4) (pre-req. = BI105/155 or BI108/158 or BI130 or consent of instructor)
CH106. Elemental Geosystems (3)
ES321/IN251. Health and Pollution (3)
MA130/131. Elementary Probability and Statistics with Spreadsheets (4) OR BI240. Analysis of Biological Data (4)
PH223. Scientific Revolutions: History and Philosophy of Science (3)

APPENDIX B

Advising Checklist for BS Environmental Studies Majors (Updated Spring 2019)

NAME: **YEAR ENROLLED:**

ADVISOR: **CAREER INTEREST:**

To successfully graduate from Millikin University, a student must complete 124 credit hours, distributed among University Requirements, College requirements, and Major requirements. Of these 124 credits, 39 must be in courses numbered 300 or above.

Sequential University Requirements for MPSL

Course	Credits	Recommended for	Course/Semester Taken
University Seminar, IN140	3	Year 1, Semester 1	
Critical Reading & Writing I	3	Year 1, Semester 1	
Critical Reading & Writing II	3	Year 1, Semester 2	
IN250 US Studies Culture	3	Year 2	
IN251 US Studies Social Structures	3	Year 2	
IN350 Global Studies	3	Year 3	
Total	**18**		

Non-Sequential University Requirements for MPSL

Course	Credits	Recommended for	Course/Semester Taken
CO200 Oral Communication	3	Years 1-2	
Creative Arts	3	Years 1-3	
ICS 1*	3-4	Years 1-3	
ICS 2*	3-4	Years 1-3	
Natural Science w/ lab	4	Years 1-3	
Quantitative Reasoning	3	Years 1-4	
Total	**19-21**		

Non-Sequential Bachelor of Science Requirements, 10 credits (from no more than two departments)

Course	Credits	Recommended for	Course/Semester Taken
Additional Natural Science w/ lab	4	Years 1-3	
Science or Math	3-4	Years 1-3	
Science or Math	3-4	Years 1-3	
Total	**10-12**		

College of Arts and Science Distribution Requirements

Literature	3	Years 1-4	
Historical Studies	3	Years 1-4	
Total	**6**		

List courses numbered 300 or above. Graduates must have 39 credits at 300-400 level for graduation.

	CURRENT SEMESTER 300-400 LEVEL CREDITS
	TOTAL (NOT INCLUDING CURRENT SEMESTER)/NEED 39 TO GRADUATE

OPTIONAL MINOR COURSES (21 CREDITS)

Environmental Studies Majors Core/Supporting—Must earn a C- or above for CORE courses

Requirement	Course #	Course title	Credit	Semester taken
Core	EV 110	Intro. To Environmental Studies	1	
Core	EV130	Environmental Biology	4	
Core	EV251/IN251	Creating a Green Society in the U.S.	3	
Core	PH219	Environmental Ethics	3	
Core	EV350/IN350	Global Environmentalism	3	
Core	EV481	Environmental Studies Capstone	1	
Supporting	PO105	The American Political System	3	
Supporting	EC120	Principles of Economics (pre-req. = at least MA109)	3	
Supporting	EN210/BU250	Business and Professional Writing/Written Business Communication (pre-req. = IN151)	3	

Environmental Studies Majors Core Option: Internship or Research – CHOOSE ONE

Requirement	Course #	Course title	Credit	Semester taken
Core Internship	EV370/371	Environmental Studies Internship	1-3	
Core Research	EV391/392	Environmental Studies Research	1-3	

Environmental Studies Major Concentration—Must earn a C- or above
Choose 4 courses from One Concentration, 2 Courses from Other Concentration *Need at least 4 at 300 level

Environmental Policy Concentration	**Natural Resources Concentration**
CO251. Introduction to Public Relations (3) CO306. The Discourse of Environmental Advocacy (3) CO306. The Discourse of Environmental Documentary (3) CO310. Small Group Communication (3) CO343. Communication and Conflict (3) EN200. Environmental Writing (3) HI206. Cultural Geography (3) PO221. Introduction to International Relations (3) PO235. Introduction to the Criminal Justice System (3) SO120. Introduction to Anthropology (3) SO201. Statistical Methods in the Behavioral Sciences (3) SO330. Sociology of Gender (3) SO390. Environmental Sociology (3) SO365. Sociology of Globalization (3)	BI125. Local Flora (4) BI220. Field Ecology (4) BI280. Ecological Journeys (4) BI314. Ecology (4) BI325. Vertebrate Biology (4) BI326. Plant Biology (4) BI340. Conservation Biology (4) CH106. Elemental Geosystems (3) ES321/IN251. Health and Pollution (3) MA130. Elementary Probability and Statistics OR BI240. Analysis of Biological Data (4) PH223. Scientific Revolutions: History and Philosophy of Science (3)

Requirement	Course #	Course title	Credit	Semester taken
Concentration 1				
Concentration 1				
Concentration 1				
Concentration 1				

Requirement	Course #	Course title	Credit	Semester taken
Concentration 2				

Concentration 2				

Non-program Electives

	CURRENT SEMESTER CREDITS
	TOTAL CREDITS (NOT INCLUDING CURRENT SEMESTER)/NEED 124 TO GRADUATE
	CUMULATIVE GPA

APPENDIX C

Environmental Studies
Learning Goal 1
Assessment Rubric (EV110)

Student will:	Excellent (5)	Adequate (3)	Nominal (1)	POINTS
Compare the two concentrations to determine which is most applicable to their career path	The student's comparison of the two concentrations is excellent.	The student's comparison of the two concentrations is adequate.	The student's comparison of the two concentrations is nominal.	
Choose which concentration they want to follow for their career path	The student demonstrates an excellent understanding of their chosen concentration for their career path.	The student demonstrates an adequate understanding of their chosen concentration for their career path.	The student demonstrates a nominal understanding of their chosen concentration for their career path.	
Identify courses needed for their career path	The student demonstrates an excellent understanding of which courses are needed for their career path.	The student demonstrates an adequate understanding of which courses are needed for their career path.	The student demonstrates an nominal understanding of which courses are needed for their career path.	
TOTAL POINTS				

APPENDIX D

Environmental Studies
Learning Goal 2
Assessment Rubric (EV350)

Student will:	Excellent (5)	Adequate (3)	Nominal (1)	POINTS
Analyze an environmental issue	The student analyzes, rather than just summarizes, relevant evidence concerning a complex environmental issue.	The student has made an attempt to analyze, but in large part, merely summarizes the relevant evidence concerning a complex environmental issue.	The student summarizes only, there is no attempt to analyze relevant evidence concerning a complex environmental issue.	
Use appropriate sources	The student demonstrates an ability to use appropriate sources.	The student demonstrates an attempt to use appropriate sources.	The student demonstrates no attempt to use appropriate sources.	
Include ethical underpinnings	The student demonstrates an excellent understanding of the ethical underpinnings of the issue.	The student demonstrates an adequate understanding of the ethical underpinnings of the issue.	The student demonstrates a nominal understanding of the ethical underpinnings of the issue.	
TOTAL POINTS				

APPENDIX E

Environmental Studies
Learning Goal 3
Assessment Rubric (EV370 and EV39X)

Student will:	Excellent (5)	Adequate (3)	Nominal (1)	POINTS
Explain how the experience fits in with existing knowledge	The student explains multiple connections between the experience and existing knowledge.	The student explains connections between the experience and existing knowledge.	The student attempts to explain connections between the experience and existing knowledge but the connection is vague and/or unclear.	
Analyze the learning acquired from the experience i.e. new knowledge and skills	The student articulates an in-depth analysis of how new knowledge and skills were applied to new situations/problems during the experience.	The student articulates an analysis of how new knowledge and skills were applied to new situations/problems during the experience.	The student attempts an analysis of the learning acquired from the experience but the analysis is vague and/or unclear.	
Evaluate how the experience prepares for future goals	The student demonstrates an excellent evaluation of how the experience prepares for future goals.	The student demonstrates an adequate evaluation of how the experience prepares for future goals.	The student demonstrates a nominal evaluation of how the experience prepares for future goals.	
TOTAL POINTS				

APPENDIX F

Environmental Studies
Learning Goal 4
Assessment Rubric (EV481)

Student will:	Excellent (5)	Adequate (3)	Nominal (1)	POINTS
Evaluate the importance of an environmental topic to global communities	The student has an excellent evaluation of the global importance of the topic. Opinions are analyzed and supported.	The student has an adequate evaluation of the global importance of the topic. Opinions have some analysis and support.	The student has a nominal evaluation of the global importance of the topic. Opinions have limited analysis and support.	
Evaluate the importance of an environmental topic to local communities	The student has an excellent evaluation of the local importance of the topic. Opinions are analyzed and supported.	The student has an adequate evaluation of the local importance of the topic. Opinions have some analysis and support.	The student has a nominal evaluation of the local importance of the topic. Opinions have limited analysis and support.	
Reflect critically on their relationship to an environmental topic	The student expresses a strong connection between the environmental topic and self. Demonstrates a strong change in attitudes, perspectives, or behavior.	The student expresses some connection between the environmental topic and self. Demonstrates some change in attitudes, perspectives, or behavior.	The student expresses a limited connection between the environmental topic and self. Demonstrates little or no change in attitudes, perspectives, or behavior.	
TOTAL POINTS				

APPENDIX G

Environmental Studies (EV) Program Coordinator Responsibilities

1) Advisees:
- Keep track of the courses for each of my EV advisees using the "Advising Checklist for Environmental Studies Majors"
- Generate a list of courses that count for the EV major/minor every semester for Scheduling Day
- Keep a spreadsheet of all advisees (both present and past)
- Send emails, as needed, for program changes and/or announcements to advisees
- Advise incoming freshmen during O&R and transfer students at other times

2) Assessment:
- Complete the assessment of artifacts for the four department learning goals
- Write annual department assessment report

3) Campus Community and Outreach:
- Communicate with Marketing/Admissions/CAPP, as needed, to publicize the program (including an email to admissions to clarify major)
- Update marketing flyer
- Update EV page on MU website
- Meet with prospective students to discuss the EV program
- Send letters, with a personal note attached, to prospective students

4) Curriculum:
- Process any curricular changes thru proper channels, i.e. EV committee, CAS, CoC
- Communicate with Registrar about any curricular changes
- Update yearly course bulletin

5) EV Committee Communications:
- Develop meeting agenda with input from committee members
- Complete a Doodle to determine time of meeting
- Send follow-up email, of the minutes, after the meeting
- Send emails, as needed, for program changes and/or announcements
- Update the committee, each fall, about new advisees