

Program Learning Goals:

The Environmental Studies Program is designed to provide an integrated and interdisciplinary approach to studying the environment. As such, it both complements and embodies the liberal arts aim of combining strengths of the natural sciences, social sciences, and humanities to prepare students to be well-equipped citizens in an increasingly globalized world. Upon successful completion of the requirements for the Environmental Studies major, students will be able to:

- Explain the structure and dynamics of the natural world
- Recognize ways in which human beings are a part of and interact with the natural world
- Describe world views and values that guide humans as they interact with the natural world
- Discuss forms of sustainable community life
- Synthesize methods of inquiry from the natural sciences, social sciences, and humanities

Curriculum Mapping:

Below is a curriculum map, which was performed in spring 2020 based on the program’s learning goals and new EVST major requirements that were introduced in the 2019-20 catalog. We have marked whether the department learning goal is Introduced (I), Developed (D), or Mastered (M) in each of the courses.

	<i>Explain the structure and dynamics of the natural world</i>	<i>Recognize ways in which human beings are a part of and interact with the natural world</i>	<i>Describe world views and values that guide humans as they interact with the natural world</i>	<i>Discuss forms of sustainable community life</i>	<i>Synthesize methods of inquiry from the natural sciences, social sciences, and humanities</i>
EVST 110	I	I	I	I	.
EVST 310	D	M	D	D	D
EVST 497	.	M	M	.	M
EVST 496	D	D	D	D	D
BIOL 104	D	D	I	D	I
CHEM 101	I	I	I	I	.
ECON 200	.	.	.	.	D
ECON 340	.	D	I	I	M
POLI 235	.	.	I	I	D
POLI 315	D	D	M	D	D
POLI 455	.	.	I	I	D
PHIL 308	I	M	M	D	D
PHIL 315	.	.	M	D	D
PHIL 316	.	D	M	D	D
ANTH 312	.	I	M	D	.

ANTH 330	.	M	D	.	.
HIST 308	D	M	M	D	D
HIST 309	D	M	M	D	D
SOCI 375	.	D	M	M	.
ANTH 300	.	.	.	.	M
ANTH 335	.	I	.	.	M
BUSI 250	.	.	.	.	D
CHEM 280	I	.	.	.	M
MATH 215	.	.	.	.	D
SOCI 210	.	.	.	.	M
SOCI 335	.	.	.	.	M

Plans for Gathering Information:

Each year, the EVST program assesses our five program-wide learning goals directly and indirectly with the following tools:

- Direct: Capstone Thesis Rubric page 4 (See Appendix A)
- Indirect: Senior Survey page 4 (See Appendix B)

While we collect data to assess each learning goal every year using these tools, we plan to closely examine one learning goal each year to determine if changes should be made to the program. Our planned assessment cycle follows.

	Learning Goals				
Year	<i>Explain the structure and dynamics of the natural world</i>	<i>Recognize ways in which human beings are a part of and interact with the natural world</i>	<i>Describe world views and values that guide humans as they interact with the natural world</i>	<i>Discuss forms of sustainable community life</i>	<i>Synthesize methods of inquiry from the natural sciences, social sciences, and humanities</i>
19-20	X				
20-21		X			
21-22			X		
22-23				X	
23-24					X
24-25	X				
25-26		X			
26-27			X		
27-28				X	
28-29					X

Appendix A

Environmental Studies Capstone Thesis Grading Rubric 2019/2020

Student Name:

Faculty Evaluator Name:

Category	Basic	Competent	Exemplary	Score
Thesis Statement & Title	<ul style="list-style-type: none"> • Topic is not identifiable, statement is vague, does not take a position, is too broad, or is not debatable. • Title does not identify or agree with the thesis statement. 	<ul style="list-style-type: none"> • Thesis statement is clearly identifiable, but may be too broad or does not take a position on the topic. 	<ul style="list-style-type: none"> • Thesis statement is clearly identifiable, debatable, specific, and takes a clear position on the topic. The title identifies the thesis statement. 	/5
Abstract	<ul style="list-style-type: none"> • No abstract present or does not provide insight into thesis, argument or methodology • Significantly exceeds word limit. 	<ul style="list-style-type: none"> • Abstract present yet and provides basic overview of the topic. • Abstract missing one of the following: thesis (purpose), argument (context), or methodology (content). 	<ul style="list-style-type: none"> • Concisely answers the “what?” “why?” “how?” and “to what end?” • Describes context, purpose, and content. • Engages the reader. • <250 words. 	/10
Introduction & Background	<ul style="list-style-type: none"> • The problem is not clearly articulated. • Does not connect to the “big picture.” • Too technical for lay reader to follow. • Does not define critical terms. • Is incompletely and/or inaccurately referenced. 	<ul style="list-style-type: none"> • Problem is identified, but not supported by context or significance. • Ambiguous or brief understanding of the “big picture” demonstrated. • Most fundamental concepts and critical terms are described. • Mostly accurate and complete referencing. 	<ul style="list-style-type: none"> • States the problem, and its context and significance. • Demonstrates complete, clear and accurate understanding of the “big picture.” • Includes well-organized description of basic knowledge necessary to follow content and arguments within the thesis. • Critical terms and abbreviations are defined. Completely and accurately referenced. 	/10

Analysis	<ul style="list-style-type: none"> •No synthesis or analysis of information presented. •Supporting information is noticeably one-sided. •Evidence is not presented to support major claims/arguments. 	<ul style="list-style-type: none"> •Some synthesis and analysis of information from multiple sources and perspectives is evident. •Evidence is presented to support major claims/arguments, but is not critically assessed. 	<ul style="list-style-type: none"> •Creatively synthesizes and compares/contrasts relevant information from multiple primary sources. •Critically and accurately assesses information presented. •Evidence/data from primary literature is used to support major claims/arguments. 	/10
Argument & Reasoning	<ul style="list-style-type: none"> •Arguments are not supported by evidence/data. •Argument does not support the thesis statement and/or conclusions presented. •Argument contains false information. •The conclusion of the argument does not agree with the goal of the argument. 	<ul style="list-style-type: none"> •Most arguments are sensible and support the thesis statement, but do not completely convince the reader due to lack of evidence to support claims. 	<ul style="list-style-type: none"> •Major arguments presented are supported by evidence/data. •All arguments are accurate and support the thesis statement. •The conclusion of the argument is relevant to the goal of the argument. 	/10
Summary & Conclusions	<ul style="list-style-type: none"> •Conclusions are unoriginal and/or are not supported by the arguments and evidence presented in the paper. •Limitations, significance, and feasibility of position presented not addressed. 	<ul style="list-style-type: none"> •Conclusions are not novel, yet provide additional insight on the topic based on a reasoned assessment of the information presented. •Feasibility of individual contribution and future directions not fully addressed. 	<ul style="list-style-type: none"> •Creates and defends a new position based on a reasoned assessment of the information presented. •Presents significance and limitations of conclusions. •Presents future directions that are salient, plausible and insightful. 	/10
Writing Clarity & Organization	<ul style="list-style-type: none"> •Paper contains excessively long sentences or paragraphs, undefined obscure terms or concepts, confusing sentences, erratic paragraphs, and/or no headings/subheadings. •Few transitions used to aid information flow from one point to another. •Organization exhibits consequences of inadequate active planning for the clarity and organization of the presented material. 	<ul style="list-style-type: none"> •Most key concepts and terms are clearly defined. •Organization is somewhat choppy, but not erratic. •Most sections differentiated by headings/subheadings and connected by transitional statements. •Some active organizational planning is evident. 	<ul style="list-style-type: none"> •Carefully edited and proof-read. •Sentence and paragraph structure clear and well-organized. •Informative subheadings that aid comprehension and organization. •An organizational strategy illustrating evidence of active planning for presenting information clearly and effectively •Effective transitions to aid flow of information from one main point to another. •All key concepts and disciplinary language are clearly defined. 	/10

Writing Mechanics & Grammar	<ul style="list-style-type: none"> •Paper does not meet specifications of required formatting. •Many grammar and spelling errors. •Paper does not meet the minimum required number of pages (25). •References not cited in correct format. 	<ul style="list-style-type: none"> •Most formatting requirements are met. •Only a few grammar or spelling mistakes observed. •Some references show inconsistencies in referencing style. 	<ul style="list-style-type: none"> •Double spaced, 12 pt font, 1 inch margins, page numbers. •Correct grammar and spelling. •Meets paper length requirements (>15 pp.) •References cited correctly in Chicago style (in-text and bibliography). 	/10
Multidisciplinarity & Accessibility	<ul style="list-style-type: none"> •The argument is based on a single disciplinary perspective. Is only accessible to disciplinary experts. 	<ul style="list-style-type: none"> •A few different disciplinary perspectives are used to support the thesis. Is accessible to most readers. 	<ul style="list-style-type: none"> •The argument includes scientific, sociocultural, economic and political perspectives. Is accessible to all readers 	/5
Originality & Creativity	<ul style="list-style-type: none"> •The topic, thesis, idea, or central argument is not original nor creative and is exactly the same as views discussed in sources. 	<ul style="list-style-type: none"> •A few ideas and arguments are original, but many are similar to views discussed in sources. 	<ul style="list-style-type: none"> •The topic, thesis, idea, or central argument is original and creative, and thus differs significantly from views discussed in sources. 	/5
**1 st Reader Discretionary Points - Individual Growth/Work with Mentor	<ul style="list-style-type: none"> •Student did not advance any skills throughout writing and communication process •Did not work with mentor and/or did not keep appointments 	<ul style="list-style-type: none"> •Student showed some advancements in writing and communication during the thesis process •Incorporated mentor feedback but rarely engaged with mentor 	<ul style="list-style-type: none"> •Student exhibited tremendous growth in writing, professional, and/or communication skills •Worked closely with mentor, attended regular meetings, incorporated feedback 	/15
SubTotal				/100
*Late Penalty (10%/week)				- %
Total				/100

* Thesis presentation will not be scheduled unless final paper has been submitted.

**1st Reader discretionary points are only to be scored by the primary thesis adviser, in consultation with the 2nd reader

Comments to Author:

Briefly identify the strengths of the thesis:

Briefly identify the weaknesses of the thesis:

The below assessment serves the purpose of assessing the EVST program learning goals and should not be factored into the capstone thesis grade. Please identify the extent to which you feel this thesis indicates that the student as achieved each of the following EVST Program Learning Goals. 1 = Has not achieved and 5 = Achieved to a high degree, ND = I cannot determine from the information presented in the thesis.

Learning Goal	1	2	3	4	5	ND
Explain the structure and dynamics of the natural world						
Recognize ways in which human beings are a part of and interact with the natural world						
Describe world views and values that guide humans as they interact with the natural world						
Discuss forms of sustainable community life						
Synthesize methods of inquiry from the natural sciences, social sciences, and humanities						

Appendix B
Hendrix College
EVST Graduate Survey

Thank you for taking the time to complete this survey. We hope your education here has been everything you wished for, and more. However, it is possible there are things we haven't thought of that you think you need. Please let us know what we did well and what we can improve.

Drs. Capek, Dow, Gess, Gron, Hancock, Haden Chomphosy, Hardin, Hatch, Hill, McClung, McDaniel and Moran

Did you enter Hendrix as a fresher?
[Answer no if you were considered a transfer student when you started here.]

- Yes
- No

Did you come to Hendrix planning to major in Environmental Science?

- Yes
- No

If you answered "no" to question 2, enter your intended major in the designated space.

Do you have a second major or a minor? If so, what is it?

What is your Environmental Studies concentration?

- Chemistry
- Biology
- Sociocultural

What area of specialization within Environmental Studies describes you best?

- Environmental Science
- Environmental Policy
- Sustainable Communities

What are your immediate plans after graduation?

- Unsure
- Get a job using my EVST education
- Get a job outside of EVST
- Go on to graduate school in EVST
- Go on to a professional school that utilizes my EVST education
- Go on to a professional program unrelated to my EVST education

If none of these options match your plans, please enter a response below.

What are your long-term career plans after graduation?

- Unsure
- Get a job using my EVST education
- Get a job outside of EVST
- Go on to graduate school in EVST
- Go on to a professional school that utilizes my EVST education
- Go on to a professional program unrelated to my EVST education

If none of these options match your plans, please enter a response below.

I feel that the Hendrix College Environmental Studies curriculum has taught me to:

	strongly disagree	disagree	neutral	agree	strongly agree	not applicable
Critically evaluate conclusions in popular and scholarly articles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search and read the primary literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate scholarly information from disparate sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write effectively about environmental studies issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hendrix College
EVST Graduate Survey

I feel that the Hendrix College Environmental Studies curriculum has taught me to:

	strongly disagree	disagree	neutral	agree	strongly agree	not applicable
Communicate effectively in poster or oral format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the concept of sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain sustainability to a non-EVST person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel that the Hendrix College Environmental Studies curriculum has taught me to:

	strongly disagree	disagree	neutral	agree	strongly agree	not applicable
Understand the structure and dynamics of the natural world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand ways in which human beings are a part of and interact with the natural world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand world views and values that guide humans as they interact with the natural world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore forms of sustainable community life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand methods of data collection, synthesis, interpretation and analysis acquired from natural sciences, social sciences, and humanities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>