MSEM PROGRAM Learning Outcome Rubrics

Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome
1a. Evaluate human impacts on the environment, using principles and processes of the natural sciences, social sciences and the humanities	Students can not identify the range and magnitude of environmental impacts from more than two disciplines	Students can identify basic issues for environmental impacts from three disciplines, but can not compare and contrast details of impacts from these disciplines	Students can identify basic issues and details for environmental impacts from at least three disciplines and can compare and contrast the magnitude and scale of impacts from different disciplines
1b. Identify and use appropriate tools, techniques, and technologies for the protection and management of the environment	Students can not identify an acceptable approach for evaluating a proposed environmental impact or for evaluating a potential management alternative.	Students can identify an acceptable approach for evaluating a proposed environmental impact and for evaluating a potential management alternative.	Students can compare and contrast the relative effectiveness of different approaches for evaluating a proposed environmental impact and for evaluating a potential management alternative.

Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome
2a. Describe and critique regulatory, policy, and planning issues for the protection and management of the environment	Students can not provide a basic overview of regulatory, policy, and planning concerns, or they can not provide more than two specific examples of these issues for environmental management.	Students can provide a basic overview of regulatory, policy, and planning concerns and can provide at least three specific examples of these issues for environmental management.	Students can provide a detailed overview of regulatory, policy, and planning concerns and can provide at least five specific examples of these issues for environmental management.
2b. Determine technical and policy opportunities for offsetting and reducing environmental impacts	Students can not describe basic technical and policy approaches for mitigating environmental problems, or they can not provide more than two examples of effective environmental mitigation.	Students can describe the basic technical and policy approaches for mitigating environmental problems and can provide at least three examples of effective environmental mitigation.	Students can describe the basic technical and policy approaches for mitigating environmental problems and can compare and contrast the use of mitigation for different environmental impacts. They can provide at least five examples of effective environmental mitigation.

Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome
3a. Develop a written synthesis of environmental problems and potential management approaches to these problems	Student papers do not cover key issues for the particular environmental problem. Little insight is provided for management opportunities. Paper is poorly organized and difficult to understand.	Student papers cover basic information on the topic but lack synthesis or insight into management recommendations. Organization and writing style is acceptable but not particularly effective.	Student papers synthesize data from a range of sources to provide insight into environmental problem and management opportunities. Paper is well organized and interesting to read.
3b. Present an in-depth analysis of environmental problems and potential management approaches to an audience of peers	Students can not convey a clear message of environmental problems or management approaches. Use of media is poor.	Students present basic information but with little integration. Use of media is very basic.	Students clearly present complex environmental information in an informative and interesting manner. Use of graphics and other visual tools is effective.