2. When your project is completed, please describe the method(s) that you used.
We used a rubric that was personalized to fit our project for ESR 201 (Environmental Law and Policy). The project is a result of applying environmental principles learned throughout the term. The students applied their new knowledge of environmental law and policy to investigate an environmental problem in the Pacific Northwest. The students selected their environmental issue and followed through with an investigation of the problem. A wide range of environmental problems are investigated by students during any given year. The students selected the problem, investigated the history of the problem, the solutions implemented by various state, federal and local agencies and determined whether the solutions fit the societal needs and also resolved the environmental problem.

The students addressed the environmental laws that were that were violated and expressed their own opinions on the resolution of the problem.

Each student was evaluated in two ways: a written report detailing the environmental problem and its history, followed by resolution of the problem and offered their own opinions on the resolution or outcome, secondly the students gave an oral presentation to the class – using PowerPoint. Each student’s oral report was evaluated by all other students using a standard evaluation rubric. This is a similar approach that they would use when presenting a paper to their peers after obtaining their first professional position.

3. What did you learn? We learned that this ESR class and the associated investigation and paper project positively reinforced the Critical Thinking and Problem Solving outcome. The average student grades generally average B (3+/4 on the grading rubric).

The scores were very encouraging since for most students this was their first opportunity to investigate an environmental issue from beginning to end.

The majority of these students will finish 3 classes in ESR before transferring to a four year school. Feedback from Portland State University faculty in their Environmental Science program has been very positive as our students seamlessly transfer to finish their B.S. in Environmental Studies/Science at PSU (or other universities) and perform very well during their last 2 years.

The courses at PSU (and other universities) also require the skills associated with this core outcome.
4. What changes, if any, are you making or recommending as a result? No changes are contemplated at this time. But the approach to the student project in ESR 201 is a dynamic approach with slight modifications annually to improve the critical skills thinking and better evaluate the outcome.

Every student will evaluate all other students. We will use a scale of 1-5 for each of the following categories of their environmental issue investigation. Add a written narrative as to why you gave the score you did.

- Your Name______________________  Name (Presenter) ___________________

Title: (plus handout of summary)

A) What is (are) the Environmental Problem(s)?

B) Who is involved with the issue (private and public sector)?

C) Identify laws dealing with the problem (Federal/State/Local)?

D) Resolution of the Problem (are there solutions, or has the problem or issue been resolved):

E) Students interpretation of outcomes or potential outcomes (including student’s opinions)?
<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Developing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Does not identify the environmental problem</td>
<td>Identifies the main env. problem – no clear explanation</td>
<td>Clear identification of the env. problem, limited detail</td>
</tr>
<tr>
<td>B</td>
<td>Does not identify major “stakeholders” in the env. problem</td>
<td>Gives limited information about the main “stakeholders”</td>
<td>Clear identification of major “stakeholders”</td>
</tr>
<tr>
<td>C</td>
<td>Does not identify the laws addressing the env. problem</td>
<td>Some acknowledgement that laws are involved, but leaves out a major legal entity</td>
<td>Covers most of the laws but does not involve a complete explanation of how the laws are associated with the problem</td>
</tr>
<tr>
<td>D</td>
<td>Does not discuss resolution of the env. problem</td>
<td>Mentions the resolution of the problem but no details</td>
<td>Covers the resolution, though explanation incomplete</td>
</tr>
<tr>
<td>E</td>
<td>Does not express opinion on the outcome</td>
<td>Expresses their opinion on the outcomes, but little detail on why they agree/disagree with outcome</td>
<td>Expresses their opinion and discusses why they have a stated opinion</td>
</tr>
</tbody>
</table>

For A, B, C, D, E see previous page