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| **Undergrad Learning Outcomes**  | **Sustainability Learning Outcomes** | **Courses**  | **Measure**  | **Target**  | **Timeline**  |
| **Breadth and Depth of Knowledge:** Develop knowledge common to the liberal arts and sciences in the fields of arts, humanities, natural sciences, and social sciences. Students will also develop specialized knowledge and disciplinary expertise | Describe human systemic pressures on environmental systems and the basic ways in which these pressures impact human and other biological life  | BIOL 216: Environmental Issues and Sustainable Solutions  | Climate Change Paper  | 75% of students will score an 85% or higher on the rubric  | Data collected every year and assessed every two years in the Spring  |
| **Faith Knowledge & Application:** Develop informed and mature convictions about Christian faith and practice | Evaluate ethical assumptions made about human-environment interactions in social and individual decisions  | BIOL 315: Environmental Ethics  | Term Paper | 75% of students will score an 85% or higher on the rubric | Data collected every year and assessed every two years in the Spring  |
| **Self-Awareness:** Gain awareness of identity, character, and vocational calling | Formulate a personal understanding of sustainability, and integrate that understanding into a vocational direction  | SUST 495 (a)INTE 394 (b) | 1. Personal Vocation Paper
 | 75% of students will score an 80% or higher on the rubric | Data collected every year and assessed every two years in the Spring  |
| **Social Responsibility:** Demonstrate a commitment to service, reconciliation, and justice, and lead effectively and ethically within the complexities of an increasingly diverse and interdependent world. | Develop strategies to personally and collaboratively engage in action toward improving social and ecological ailments  | SOAN 3XX: Food, Power, and Society  | Service-Learning Reflection Assignment  | 75% of students will score an 80% or higher on the rubric | Data collected every year and assessed every two years in the Spring  |
| **Specialized Skills and Scholarship:** Become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school | Design interventions to transition human institutions and/or social systems toward sustainability.  | SUST 495: Sustainability Seminar  | Essay 1: A Framework for American Sustainability ANDEssay 2: Community Development – An Example Explored | 75% of students will score cumulatively 85% or higher on the assignments  | Data collected every year and assessed every two years in the Spring  |
| **Specialized Skills and Scholarship:** Community Development  | Evaluate the economic, political, and social barriers to creating a socially and ecologically just society  | SOAN 281: Qualitative Research Methods  |  | 75% of students will score 85% or higher on the assignment  | Data collected every year and assessed every other year  |
| **Specialized Skills and Scholarship:** Conservation and Agriculture  | Evaluate ecological health and the social changes needed to conserve human wellbeing and biological diversity  | BIOL 271: Ecological Field Techniques  |  | 75% of students will score 85% or higher on the assignment | Data collected and assessed every other year |

Sustainability Studies (B.A.)