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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  AND  Essay 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.)