

2021-22 Sustainability Program Assessment Plan

1. **Program Mission Statement** - *The Sustainability major allows students to examine the environment as a physical, social, economic, cultural and psychological entity that humans have imperiled. From both a global and a local perspective, we provide students with the knowledge and skills to understand the origins of the problems the environment faces, we direct them to thinking about multi-faceted solutions, and we help them to develop possible personal and societal adaptations to a changing world.*

Our sustainability academic program supports overall College student learning goals and objectives:

- Our program content intentionally provides a **breadth of knowledge** about the environmental, social and economic “pillars of sustainability.”
- Our program also provides **depth in field** through the scaffolding of introductory courses leading to upper-level, deeper-dive courses in each of the three areas (environmental, social, and economic).
- Our program provides **career preparation** through the required sustainability internship experience.
- Related to Student Learning Goals contributing the development of Essential Skills, the Sustainability academic program supports **Fundamental Literacies**.
 - Students **read critically across a number of related contributing disciplinary courses** in the natural sciences and social sciences.
 - Students are required to **critically analyze** the ways in which the three pillars of sustainability (environmental, social, economic) support and conflict with one another.
 - The sustainability major contributes to **effective oral and written communications**. A number of courses in the project are writing-intensive, and several require oral presentations of assignments and longer-term projects.
 - Sustainability majors become media literate and can **identify and evaluate credible research sources** to support analytical work.
- Sustainability by its nature develops **critical thinking skills** to analyze the inherent reinforcements and conflicts among the three pillar areas (environmental, social and economic) related to particular sustainability challenges and issues.
- Sustainability, again by its very nature and probably more than any other Wells College academic program, drives students to develop the ethical mindset and related skills and abilities to **reason wisely and act humanely** in order to address unsustainable behaviors and actions.
- Project-based learning incorporated in several sustainability courses and especially in the senior capstone project push students to devise **new, creative problem-solving approaches** to sustainability challenges.
- In terms of **metacognitive skill development**, students in several courses, but especially the sustainability capstone, are required to think about what they have learned. In the capstone, students are tasked with assessing what they have learned in their earlier, related coursework and how that learning may be used as a foundation for their intensive research project. They must conduct an extensive literature review to inform their project and support the differing direction in which they will take their independent, in-depth research
- Our Sustainability academic program encourages the development of individual and team-based resolutions to community-based problems. In SUS 101, the individually-devised project and the team project in SUS 335 / PSY 335 are intended to identify and attempt to solve an identified campus sustainability challenge through the development and implementation of a psychological research-based behavior change campaign.
- All purpose-built Sustainability courses (SUS 101, SUS 195, SUS 335/PSY 335 and SUS 401) have specific deliverables and timelines built in to help develop **effective time management** and work prioritization skills.

2. Sustainability Program Goals / Learning objectives (see Sustainability Academic Assessment Rubric)
3. Measurable Learning Outcomes (see Sustainability Academic Assessment Rubric)
4. Means of Assessment of Outcomes (see Sustainability Academic Assessment Rubric)

Targeted goals/objectives for FY2021-22 (see enclosed AY21-22 Targeted Assessment Plan)

General Student Learning Objectives

Goal A –Students will develop effective written communication skills.

- SUS 101 *Introduction to Sustainability* - Final project paper
70% on paper CONTENT rubric - 70% on paper WRITING rubric
- SUS 195 *Critical Thinking about Sustainability – Reflection Essay #2*
70% on paper CONTENT rubric - 70% on paper WRITING rubric
- SUS 335 / PSY 335 *Introduction to Sustainability* – team project paper
80% at C or above, 60% at B or above, 30% at A or higher – CONTENT and WRITING rubrics
- SUS 401 *Capstone in Sustainability* – final capstone paper
80% at C or above, 60% at B or above, 30% at A or higher – CONTENT and WRITING rubrics

Sustainability Learning Goals and Objectives:

Goal 1 – Objective 1 – Students may have a *scientific understanding of ecosystems and the limits of these systems.*

- ENVR 101L *Introduction to Environmental Science* – final exam (70% earn C or higher)

Goal 1 – Objective 1B - Students may have an *expanded scientific understanding of ecosystems and the limits of these systems.*

- BIOL 119L *Ecology and Evolution* – final exam (70% earn C or higher)
- ENVR 102L *Conservation of Biodiversity* – final exam (70% earn C or higher)

Goal 1 – Objective 3 - Students will have a *cross-cultural or trans-national comparative understanding of how humans interact with the environment* in ways that both put undue strain on the environment, and ways that are less harmful to the environment. Included in this is a critical analysis of “the good life.”

- ANTH 359 *Hawaii: Colonialism and Tourism* (accepted sub. for ANTH 359 *The Pacific & Cultural Survival*)
Final paper: 80% at C or above, 60% at B or above, 30% at A or higher
- ANTH 270 *Anthropology and Food Studies*
Final paper: 80% at C or above, 60% at B or above, 30% at A or higher

Goal 3 - Students will be prepared to think about *psychological, social and cultural adaptations that are necessary to survive in a changing climate.*

- SUS 101 *Introduction to Sustainability*
Exercise #5 *Water, Water Everywhere* - 70% of students earn a C or higher.
- ANTH 231 / SUS 231 *Culture and Water*
design project paper - 80% at C or above, 60% at B or above, 30% at A or higher
- SUS 335 / PSY 335 *Psychology of Sustainability*
Chapter #10 *Reframing the Climate Message* - 80% at C or above, 60% at B or above, 30% at A or higher
- ENVR 340 *Sustainable Agriculture*
final exam - 70% of students earn a C or higher.

5. Curriculum Map - 2021 Sustainability Curriculum Map (*see enclosed*)

Sustainability Program Assessment Timeline – *see enclosed*

6. How Assessment Data Will Be Utilized

We will be reviewing student success in the three elective courses in the **environment** “pillar” area. We will evaluate whether a substitution of or additions to the currently offered electives might be in order to more broadly and deeply address the ***scientific understanding of ecosystems and the limits of these systems***. There may be more appropriate courses that have been added to the catalog since the major was first conceived, like ENVR 303 *Environmental Impact Assessment* and/or ENVR 204 *The Climate System*.

We will also review whether there could be additional course offerings or modifications to current required and elective courses that could further or more deeply explore the **cross-cultural and trans-national comparisons of human-environmental interactions**.

Given the heightened awareness of the critical importance of addressing climate change, we also may seek other opportunities to expand the courses that include content related to the **psychological, social and cultural adaptations that are necessary to survive in a changing climate**.

We will also be seeking opportunities to strengthen certain areas in the curriculum map to ensure more breadth and depth of understanding. This content could be delivered in several ways: working with faculty in other disciplines to add relevant content; guiding the new Sustainability faculty member to develop purpose-built courses to address certain areas (depending upon their expertise and background); or working with academic leadership to secure the services of adjunct lecturers to support certain courses (e.g. Ecological Economics).

We will be following the assessment timeline that has established to protocol to assess all the relevant Wells general student learning goals and objectives and specific Sustainability academic program student learning goals and objectives within a reasonable timeframe.

AY 2021-22 - Assessment of Sustainability Student Learning Outcomes

Targeted Sustainability Student Learning Outcomes for AY 21-22

Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location	Assessment results
General Student Learning Goals – Fundamental Literacies							
A	Demonstrate effective writing skills	For SUS 101 and SUS 195, all assignments and final papers will be additionally graded for writing effectiveness. For SUS 335 / PSY 335 and SUS 401, the final paper is additionally graded for writing effectiveness.	Score on content and writing rubric	Locally developed grading rubric for content and writing (see attached writing rubric, used for all courses)	For SUS 101 Final Paper: 70% of students earn a C or higher For SUS 195 Reflection Essay #2: 70% of students earn a C or higher For SUS 335 and SUS 401, final papers; 80% of students to score at or above C level; 60% at or above B level; 30% at or about A level	Faculty files	For SUS 101: TBD For Fall and Spring SUS 195: TBD For SUS 335 / PSY 335: TBD For SUS 401, TBD
B	Demonstrate effective oral communication	For SUS 101, SUS 335/PSY 335 and SUS 401, an oral presentation of the final synthesis project is required	Score on content and presentation rubric	Locally developed grading rubric for oral presentations	For SUS 101, 70% of students earn a C or higher For SUS 335/ PSY 335 and SUS 401, 80% of students score at or above C level; 60% at or above B level; 30% at A level	Faculty files	For SUS 101: TBD For SUS 335 / PSY 335, and SUS 401: TBD
C	Demonstrate effective use of technology	For SUS 101, SUS 335/PSY 335, and SUS 401, all class assignments, readings, and additional media resources are accessed electronically; all homework assignments and papers are submitted electronically; the final project oral presentation is supported by presentation media	Download of class assignments using Moodle; submission of assignments to Moodle; appropriate use of Powerpoint or Prezi or other presentation media	Successful submission of assignments to Moodle for grading; locally developed grading rubric for oral presentation supported by presentation media	100% of assignments uploaded to Moodle for grading; For SUS 101, 70% of students earn a C or higher For SUS 335/PSY 335 and SUS 401, 80% of students score at or above C level; 60% at or above B level; 30% at A level	Faculty files	For SUS 101: TBD For SUS 335 / PSY 335 and SUS 401: TBD

Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location	Assessment results
Goal 1 - Students will have a foundation of knowledge about the issues of sustainability from several disciplines, and will develop a basic understanding of how these disciplines can work together to create a more sustainable world. SubGoal 1A - Demonstrate level of knowledge among three sustainability domains (environmental, human, economic)							
	Objective 1: Students will demonstrate a basic scientific understanding of ecosystems and the limits of these systems.	Students will enroll in ENVR 101L <i>Introduction to Environmental Science</i>	Completion of all course assignments supporting sustainability learning outcomes for ENVR 101	Final exam; locally developed grading rubric	70% of students earn a C or higher	Faculty files	ENVR 101L - <i>TBD</i>
	Objective 2: Students will have an understanding of economic systems , the problems of capitalism and the necessary strain it puts on ecosystems.	Students will enroll in required course: ECON 102 <i>Principles of Microeconomics</i> and may enroll in elective course: <i>ECON 101 Principles of Macroeconomics</i>	Completion of course assignments supporting sustainability learning outcomes for ECON 102	Successful completion of course requirements of ECON 102; locally developed grading rubrics	70% of students earn a C or higher	Faculty files	Fall ECON 102: TBD Spring ECON 102: TBD <i>Fall ECON 101: TBD</i> <i>Spring ECON 101: TBD</i>
Goal 1 - Students will have a foundation of knowledge about the issues of sustainability from several disciplines, and will develop a basic understanding of how these disciplines can work together to create a more sustainable world. SubGoal 1A - Demonstrate increase in acquired level of knowledge among three sustainability domains (environmental, human, economic)							
	Objective 1B: Students may demonstrate an expanded scientific understanding of ecosystems	Students may enroll in elective courses BIOL 119L and/or ENVR 102L	Completion of course assignments supporting sustainability learning outcomes for BIOL 119L and/or ENVR 102L	Successful completion of course requirements of BIOL 119L and/or ENVR 102L; locally developed grading rubrics	70% of students earn a C or higher	Faculty files	BIOL 119L – <i>TBD</i> ENVR 102L – <i>TBD</i>
	Objective 2B: Students may have an expanded understanding of economic systems and the strains that capitalism places on ecosystems.	Students may enroll in elective courses: ECON 209 <i>Introduction to Political Economy</i> , ECON 255 <i>The Political Economy of Globalization</i> , ECON 325 <i>Ecological Economics</i> , and/or ECON 326 <i>Energy and the Economy</i> .	Completion of course assignments supporting sustainability learning outcomes for ECON 209, 255, 325, and/or 326	Successful completion of course requirements for ECON 209, ECON 255, ECON 325, and/or ECON 326; locally developed grading rubrics	70% of students earn a C or higher	Faculty files	ECON 209: TBD ? ECON 255, ECON 325, and <i>ECON 326</i> not offered in AY21-22

Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location	Assessment results
Goal 1 - Students will have a foundation of knowledge about the issues of sustainability from several disciplines, and will develop a basic understanding of how these disciplines can work together to create a more sustainable world.							
SubGoal 1C - Demonstrate a basic understanding of how disciplines can work together to create a more sustainable world							
Objective 3: Students will have a cross-cultural or trans-national comparative understanding of how humans interact with the environment in ways that both put undue strain on the environment, and ways that are less harmful to the environment. Included in this is a critical analysis of “ <i>the good life</i> .”	Students will enroll in ANTH 231 <i>Culture and Water</i> ; students may enroll in one or more electives: ANTH 359 <i>The Pacific and Cultural Survival</i> ; ANTH 230 <i>Culture and Gardens</i> ; ANTH 270 <i>Anthropology and Food Studies</i> ; or SOC 277 <i>Social Inequality: Class and Ethnicity</i> .	Completion of course assignments supporting sustainability learning outcomes for required course and relevant elective courses	Successful completion of course requirements of required course and relevant elective courses; locally developed grading rubrics	80% of students score at or above C level; 60% at or above B level; 30% at A level	Faculty files	ANTH 231 <i>Culture and Water</i> : TBD ANTH 270 <i>Anthropology and Food Studies</i> : TBD ANTH 350 Hawaii: Colonialism and Tourism (sub for ANTH 359): TBD SOC 277; ANTH 230; and ANTH 359 not offered in 2021-22	
Objective 4: Students will be knowledgeable of both domestic and international public policy as it pertains to environmental issues.	Students may enroll in the elective course: POLS 213 <i>Sustainability & Comparative Environmental Policy</i> .	Completion of course assignments supporting sustainability learning outcomes for INTL 350	Successful completion of course requirements for POLS 213; locally developed grading rubrics	80% of students score at or above C level; 60% at or above B level; 30% at A level	Faculty files	POLS 213 not offered in AY2021-22	
Objective 5: Students will understand how issues of equity and diversity , in the social sphere, are related to issues of sustainability.	Students may enroll in the elective courses: SOC 277 <i>Social Inequality: Class and Ethnicity</i> ; ECON 209 <i>Introduction to Political Economy</i> ; ECON 255 <i>The Political Economy of Globalization</i> , SOC 200 <i>Humans, Animals and Interaction</i> ; FNIS 285 / SUS 285 <i>Indigenous Environmental Activism & Resistance</i>	Completion of course assignments supporting sustainability student learning outcomes for electives	Successful completion of elective course requirements; locally developed grading rubrics	80% of students score at or above C level; 60% at or above B level; 30% at A level	Faculty files	ECON 209: TBD ? ECON 255; SOC 200; SOC 277; and FNIS 285/SUS 285 not offered in AY2021-22.	

Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location	Assessment Results
Goal 2: Students will understand the complex ways human behavior has led to an unsustainable world.							
		Students will enroll in SUS 101 and SUS/PSY 335; students may enroll in ANTH 270 <i>Anthropology and Food Studies</i> or SOC 277 <i>Social Inequality: Class and Ethnicity</i> .	Completion of assignments supporting sustainability learning outcomes for SUS 101 and SUS 335/PSY 335; completion of course requirements for relevant electives	Successful completion of course requirements for SUS 101 and PSY 335, and any relevant electives; locally developed grading rubrics	For SUS 101, 70% of students earn a C or higher For SUS 335 / PSY 335, ANTH 270, and SOC 277, 80% of students score at or above C level; 60% at or above B level; 30% at A level	Faculty files	SUS 101: TBD. SUS 335/PSY 335: TBD ANTH 270: TBD SOC 277 not offered in AY 2020-21
Goal 3: Students will be prepared to think about psychological, social and cultural adaptations that are necessary to survive in a changing climate.							
		Students will enroll in SUS 101, SUS 335/PSY 335 <i>Psychology of Sustainability</i> and ANTH 231 <i>Culture and Water</i> ; students may enroll in ANTH 359 <i>The Pacific and Cultural Survival</i> or ANTH 230 <i>Culture and Gardens</i> , and/or ENVR 340 <i>Sustainable Agriculture</i> .	Completion of course assignments supporting sustainability learning outcomes for SUS 101, SUS 335/PSY 335 and ANTH 231; completion of assignments supporting sustainability learning outcomes for relevant electives.	Successful completion of course requirements for SUS 101, ANTH 231, and SUS 335/PSY 335; successful completion of assignments supporting sustainability learning outcomes for relevant elective courses; locally developed grading rubrics	For SUS 101, 70% of students earn a C or higher For SUS 335 / PSY 335, 80% of students score at or above C level; 60% at or above B level; 30% at A level For ANTH 231, ANTH 359, or ANTH 230, 80% of students score at or above C level; 60% at or above B level; 30% at A level	Faculty files	SUS 101: TBD SUS 335/PSY 335: TBD ANTH 231 <i>Culture and Water</i> : TBD. ENVR 340 <i>Sustainable Agriculture</i> : TBD ANTH 359 <i>Pacific and Cultural Survival</i> not offered in 2020-21
Goal 4: To take a personal inventory of one's own contribution to the problems and the solutions of sustainability.							
		Students will enroll in SUS 101.	Completion of assignment #1 How Heavy Is My Footprint?	Successful completion of course requirements for SUS 101; locally developed grading rubrics	70% of students earn a C or higher	Faculty files	SUS 101: TBD

Goal 5: To learn basic organizing skills to help build a movement around issues of sustainability.

	Students will enroll in SUS 101 and SUS/PSY 335	Completion of course assignments supporting learning outcomes for SUS 101 and SUS 335/PSY 335;	Successful completion of course requirements for SUS 101 and SUS 335/PSY 335; locally developed grading rubrics	For SUS 101, 70% of students earn a C or higher For SUS 335 / PSY 335, 80% of students score at or above C level; 60% at or above B level; 30% at A level	Faculty files	SUS 101: TBD SUS 335/PSY 335: TBD
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AY 2021-22 - Assessment of Targeted Sustainability Student Learning Outcomes

Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location	Assessment results
General Student Learning Goals – Fundamental Literacies							
A	Demonstrate effective writing skills	For SUS 101 and SUS 195, all assignments and final papers will be additionally graded for writing effectiveness. For SUS 335 / PSY 335 and SUS 401, the final paper is additionally graded for writing effectiveness.	Score on content and writing rubric	Locally developed grading rubric for content and writing	For SUS 101 and SUS 195, 70% of students earn a C or higher For SUS 335 and SUS 401, 100% of students to score at or above C level; 70% at or above B level; 30% at or about A level	Faculty files	For SUS 101: <i>TBD</i> For Fall SUS 195: <i>TBD</i> For Spring SUS 195: <i>TBD</i> For SUS 335 / PSY 335: <i>TBD</i> For SUS 401: <i>TBD</i>

Sustainability Learning Goals and Objectives							
Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location	Assessment results
Goal 1 - Students will have a foundation of knowledge about the issues of sustainability from several disciplines, and will develop a basic understanding of how these disciplines can work together to create a more sustainable world.							
Sub Goal 1: Demonstrate level of knowledge among three sustainability domains (environmental, human, economic)							
	Objective 1: Students will demonstrate a basic scientific understanding of ecosystems and the limits of these systems.	Students will enroll in ENVR 101L <i>Introduction to Environmental Science</i>	Completion of all course assignments supporting sustainability learning outcomes for ENVR 101L	Final exam; locally developed grading rubric	70% of students earn a C or higher	Faculty files	ENVR 101L: <i>TBD</i>
Goal 1 - Students will have a foundation of knowledge about the issues of sustainability from several disciplines, and will develop a basic understanding of how these disciplines can work together to create a more sustainable world.							
Sub Goal 2: Demonstrate increase in acquired level of knowledge among three sustainability domains (environmental, human, economic)							
	Objective 1B: Students may demonstrate an expanded scientific understanding of ecosystems and the limits of these systems.	Students may enroll in elective courses BIOL 119L and/or ENVR 102L	Completion of course assignments supporting sustainability learning outcomes for BIOL 119L and/or ENVR 102L	Successful completion of course requirements of BIOL 119L and/or ENVR 102L; locally developed grading rubrics	70% of students earn a C or higher	Faculty files	BIOL 119L – <i>TBD</i> ENVR 102L – <i>TBD</i>

Sustainability Learning Goals and Objectives, continued

Goal 1 - Students will have a foundation of knowledge about the issues of sustainability from several disciplines, and will develop a basic understanding of how these disciplines can work together to create a more sustainable world.

Sub Goal 3: Demonstrate a basic **understanding of how disciplines can work together** to create a more sustainable world

Sub Goal 1C	<p>Objective 3: Students will have a cross-cultural or trans-national comparative understanding of how humans interact with the environment in ways that both put undue strain on the environment, and ways that are less harmful to the environment. Included in this is a critical analysis of “<i>the good life</i>.”</p>	<p>Students will enroll in ANTH 231 <i>Culture and Water</i>; students may enroll in one or more electives: ANTH 359 <i>The Pacific and Cultural Survival</i>; ANTH 230 <i>Culture and Gardens</i>; ANTH 270 <i>Anthropology and Food Studies</i>; or SOC 277 <i>Social Inequality: Class and Ethnicity</i>.</p>	<p>Completion of course assignments supporting sustainability student learning outcomes for required course and relevant elective courses</p>	<p>Successful completion of course requirements of required course and relevant elective courses; locally developed grading rubrics</p>	<p>80% of students score at or above C level; 60% at or above B level; 30% at A level</p>	<p>Faculty files</p>	<p>ANTH 231 <i>Culture and Water</i>: TBD</p> <p>ANTH 250 <i>Hawaii: Colonialism and Tourism</i> (accepted substitute for ANTH 359 <i>Pacific and Cultural Survival</i>) – TBD</p> <p>ANTH 270 <i>Anthropology and Food Studies</i>: TBD</p> <p>SOC 277 <i>Social Inequality</i> not offered in AY 2021-22.</p> <p>ANTH 230 <i>Culture and Gardens</i> not offered in AY 2021-22</p> <p>ANTH 359 <i>The Pacific and Cultural Survival</i> not offered in AY21-22</p>
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<i>Sustainability Learning Goals and Objectives, continued</i>							
Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location	Assessment Results
<i>Goal 3:</i> Students will be prepared to think about psychological, social and cultural adaptations that are necessary to survive in a changing climate.							
		Students will enroll in SUS 101, SUS 335/PSY 335 <i>Psychology of Sustainability</i> and ANTH 231 <i>Culture and Water</i> ; students may enroll in ANTH 359 <i>The Pacific and Cultural Survival</i> or ANTH 230 <i>Culture and Gardens</i> , and/or ENVR 340 <i>Sustainable Agriculture</i> .	Completion of course assignments supporting sustainability learning outcomes: SUS 101 and SUS 335/PSY 335 and ANTH 231; completion of assignments supporting sustainability learning outcomes for relevant elective courses.	Successful completion of course requirements for SUS 101 - Exercise #5 <i>Water, Water Everywhere</i> ; SUS 335/PSY 335 Assignment #24 - Chapter 10; ANTH 231 <i>Culture and Water</i> – final project ENVR 340 – final exam	For SUS 101, 70% of students earn a C or higher For SUS 335 / PSY 335, 80% of students score at or above C level; 60% at or above B level; 30% at A level For ANTH 231, ANTH 359, or ANTH 230, 80% of students score at or above C level; 60% at or above B level; 30% at A level For ENVR 340, 70% of students earn a C or higher	Faculty files	SUS 101: <i>TBD</i> SUS 335/PSY 335: <i>TBD</i> ANTH 231 <i>Culture and Water</i> : <i>TBD</i> ENVR 340 <i>Sustainable Agriculture</i> : <i>TBD</i> ANTH 230 <i>Culture and Gardens</i> not offered in AY21-22 ANTH 359 <i>Pacific and Cultural Survival</i> not offered in AY21-22

Sustainability Program - Curriculum Map 2021-2022

Mission:

The Sustainability major allows students to examine the environment as a physical, social, economic, cultural and psychological entity that humans have imperiled. From both a global and a local perspective, we provide students with the knowledge and skills to understand the origins of the problems the environment faces, we direct them to thinking about multi-faceted solutions, and we help them to develop possible personal and societal adaptations to a changing world.

Sustainability Academic Program Goals

Goal 1	Students will have a foundation of knowledge about the issues of sustainability from several disciplines, and will develop a basic understanding of how these disciplines can work together to create a more sustainable world.
Subgoal 1: <i>Demonstrate level of knowledge among three sustainability domains (environmental, human, economic)</i>	
Objective 1:	Students will have <u>basic</u> scientific understanding of ecosystems and the limits of these systems.
Objective 2:	Students will have an understanding of economic systems, the problems of capitalism and the necessary strain it puts on ecosystems.
Subgoal 2: <i>Demonstrate an increased level of knowledge among three sustainability domains (environmental, human, economic)</i>	
Objective 1B:	Students may have an <u>expanded</u> scientific understanding of ecosystems and the limits of these systems.
Objective 2B:	Students may have an <u>expanded</u> understanding of economics systems and the strains the capitalism places on ecosystems.
Subgoal 3: <i>Demonstrate a basic understanding of how disciplines can work together to create a more sustainable world.</i>	
Objective 3:	Students will have a cross-cultural or trans-national comparative understanding of how humans interact with the environment in ways that both put undue strain on the environment, and ways that are less harmful to the environment. Included in this is a critical analysis of “the good life.”
Objective 4:	Students will be knowledgeable of both domestic and international public policy as it pertains to environmental issues.
Objective 5:	Students will understand how issues of equity and diversity, in the social sphere, are related to issues of sustainability.
Goal 2	Students will understand the complex ways human behavior has led to an unsustainable world and how we can persuade others to examine their relationship to build a more equitable and sustainable planet.
Goal 3	Students will be prepared to think about psychological, social and cultural adaptations that are necessary to survive in a changing climate.
Goal 4	Students will take a personal inventory of one’s own contribution to the problems and the solutions of sustainability.
Goal 5	Students will learn basic organizing skills to help build a movement around issues of sustainability.

General Student Learning Outcomes

- Goal A** Students will develop effective written communication skills.
- Goal B** Students will develop effective oral communication skills.
- Goal C** Students will develop skills using technology.

Sustainability Academic Program Curriculum Map, *continued*:

0 = The goal or objective is not met in this course/

1 = The goal or objective is addressed at the introductory level.

2 = The goal or objective is covered at the intermediate level and assumes some prior knowledge.

3 = The goal or objective is covered at the degree level and assumes knowledge a graduating senior in the Sustainability major should have attained prior to taking this course.

Course	Goal 1							Goal 2	Goal 3	Goal 4	Goal 5	General SLOs		
REQUIRED	Obj. 1	Obj. 1B	Obj. 2	Obj. 2B	Obj. 3	Obj. 4	Obj. 5					A	B	C
SUS 101	1	2	1	1	2	1	2	2	1	3	1	2	1	2
SUS 195	1	1	1	1	0	1	1	1	1	0	0	2	0	2
ENVR 101L	1	0	0	0	0	0	0	0	0	0	0	1	0	1
ECON 102	1	1	1	1	1	1	1	1	0	0	0	1	0	1
SUS/ANTH 231	1	1	1	0	2	2	2	2	2	2	2	1	3	1
SUS/PSY 335	2	1	1	0	2	1	2	3	3	2	2	3	3	3
SUS 290/390	<i>specific internship sustainability learning goals and objectives are developed; may meet some</i>											2	2	1
SUS 401	3	1	3	1	3	3	3	2	2	2	1	3	3	3
0														
ENVR 102L	1	3	0	0	0	0	0	0	0	0	0	1	0	1
BIOL 119L	1	3	0	0	0	0	0	0	0	0	0	1	0	1
ENVR 340	2	3	0	0	0	0	0	0	0	0	0	2	0	2
ECON 101	1	1	1	1	1	1	1	1	0	0	0	1	0	1
ECON 209	1	1	3	3	3	3	3	2	3	2	2	2	1	2
ECON 255	1	1	3	3	3	3	2	3	2	1	1	2	1	2
ECON 325	3	3	3	3	2	3	3	3	2	2	1	2	1	2
ECON 326	3	3	3	3	3	3	3	3	3	2	2	2	1	2
ANTH 230	1	1	1	0	2	2	2	2	2	2	2	2	2	2
ANTH 270	0	0	1	0	1	0	1	1	0	0	0	2	2	2
ANTH 359	2	2	3	3	3	2	3	3	3	3	3	2	3	2
POLS 213	1	1	1	1	3	3	3	1	2	0	0	2	2	2
SOC 200	0	0	0	0	0	0	1	0	0	2	0	1	1	1
SOC 277	0	0	0	0	0	0	1	0	0	2	0	2	1	2
FNIS/SUS 285	0	0	1	0	2	2	2	1	2	0	1	1	0	0

Sustainability Program Assessment Timeline

Sustainability Program Student Learning Outcomes		AY 20-21	AY 21-22	AY 23-24	AY 24-25	AY 25-26
Goal 1 - Students will have a foundation of knowledge about the issues of sustainability from several disciplines, and will develop a basic understanding of how these disciplines can work together to create a more sustainable world.		(x)	(x)	(x)	(x)	(x)
Subgoal 1 - Demonstrate level of knowledge among three sustainability domains (environmental, human, economic)		(x)	(x)	(x)	(x)	(x)
Objective 1 - Students will have <i>basic scientific understanding of ecosystems</i> and the limits of these systems.			X			X
Objective 2 - Students will have an <i>understanding of economic systems</i> , the problems of capitalism and the necessary strain it puts on ecosystems.		X			X	
Subgoal 2 - Demonstrate <i>increase in acquired knowledge</i> among three sustainability domains		(x)	(x)	(x)	(x)	(x)
Objective 1B - Students may have an <i>expanded scientific understanding of ecosystems</i> and the limits of these systems.			X			X
Objective 2B - Students will have an <i>expanded understanding of economic systems</i> , the problems of capitalism and the necessary strain it puts on ecosystems.		X			X	
Subgoal 3 - Demonstrate a basic understanding of how disciplines can work together to create a more sustainable world		(x)	(x)	(x)	(x)	(x)
Objective 3 - Students will have a cross-cultural or trans-national comparative understanding of how humans interact with the environment in ways that both put undue strain on the environment, and ways that are less harmful to the environment. Included in this is a critical analysis of "the good life."			X			X
Objective 4 - Students will be knowledgeable of both domestic and international public policy as it pertains to environmental issues.		X			X	
Objective 5 - Students will understand how issues of equity and diversity, in the social sphere, are related to issues of sustainability.		X			X	
Goal 2 - Students will understand the complex ways human behavior has led to an unsustainable world and how we can persuade others to examine their relationship to building a more equitable and sustainable planet.				X		
Goal 3 - Students will be prepared to think about psychological, social and cultural adaptations that are necessary to survive in a changing climate.			X			X
Goal 4 - Students will take a personal inventory of one's own contribution to the problems and the solutions of sustainability.		X			X	
Goal 5 - Students will learn basic organizing skills to help build a movement around issues of sustainability.				X		

General Student Learning Objectives

Goal A - Students will develop effective written communication skills.		X			X
Goal B - Students will develop effective oral communication skills.	X			X	
Goal C - Students will develop skills using technology.			X		