WHEREAS, In May 2003, the Academic Senate endorsed the Talloires Declaration; and

WHEREAS, In August 2003, President Warren Baker signed the Talloires Declaration; and

WHEREAS, Provisions 3 and 4 of the Talloires Declaration focus on educating for environmentally responsible citizenship and on fostering environmental literacy; and

WHEREAS, The University has as one of its University Learning Objectives that graduates of Cal Poly should “Make reasoned decisions based on an understanding of ethics, respect for diversity, and an awareness of issues related to sustainability”; and

WHEREAS, The University defined the term sustainability, as part of its Sustainability Learning Objectives, as being the ability of the natural and social systems to survive and thrive together to meet current and future needs”; and

WHEREAS, The University’s Sustainability Learning Objectives state that students should be able to “Define and apply sustainability principles within their academic programs”; and

WHEREAS, Some Cal Poly students graduate without satisfying the sustainability element of the University Learning Objectives nor the Sustainability Learning Objectives; and

WHEREAS, Cal Poly has a responsibility to ensure that its graduates meet the sustainability element of the University Learning Objectives and the Sustainability Learning Objectives; and

WHEREAS, Some Cal Poly students will be employed in jobs requiring an understanding of sustainability; and

WHEREAS, There is a need to refine and develop more classes to help students meet the sustainability element of the University Learning Objectives and to meet the Sustainability Learning Objectives; and

WHEREAS, There is not currently an established system that designates and communicates whether a class meets the Sustainability Learning Objectives; and
WHEREAS, A list of University sustainability classes would be helpful to students and faculty; and

WHEREAS, A list of University sustainability classes would be helpful for programs wanting to incorporate sustainability into their curricula; and

WHEREAS, Other CSU campuses currently have lists of sustainability classes and catalog tags for these classes; and

WHEREAS, The Academic Senate Sustainability Committee has developed and tested a procedure to determine whether a class meets the Sustainability Learning Objectives; therefore be it

RESOLVED: That the Academic Senate Sustainability Committee be directed to develop a list of classes based on a revised Senate accepted assessment process that meet the Sustainability Learning Objectives and, by extension, the relevant portion of the University Learning Objectives; and be it further

RESOLVED: That faculty should be encouraged to develop new sustainability classes and to modify existing courses by including sustainability, especially interdisciplinary courses as well as courses satisfying General Education requirements; and be it further

RESOLVED: That the Academic Senate Sustainability Committee in conjunction with the Center for Teaching, Learning and Technology shall provide support for faculty seeking to teach classes involving sustainability; and be it further

RESOLVED: That the Academic Senate Sustainability Committee be directed to work with student and campus organizations, as well as Facilities, to identify opportunities to promote alternative approaches to sustainability education on campus that would further facilitate students explicitly meeting the learning objectives addressing sustainability.

Proposed by: Sustainability Committee and Josh Machamer, Chair of the GE Governance Board
Date: April 15, 2014
Revised: May 28, 2014
Revised: June 3, 2014
Assessment of Courses as Potentially Satisfying the Sustainability Learning Objectives: The Procedure Used to Assess GE Courses (2012)

The foundation of the sustainability assessment is the Cal Poly Sustainability Learning Objectives (SLOs). Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs. In order to consider sustainability when making reasoned decisions, all graduating students should be able to:

1. Define and apply sustainability principles within their academic programs
2. Explain how natural, economic, and social systems interact to foster or prevent sustainability
3. Analyze and explain local, national, and global sustainability using a multidisciplinary approach
4. Consider sustainability principles while developing personal and professional values

To assess the courses, two members of the Academic Senate Sustainability Committee (ASSC) read through the course learning objectives of a particular GE course found in the GE course proposal form. Those readers determined to what degree those learning objectives addressed each of the four sustainability learning objectives (SLOs). This was done using the following scoring

The scoring range was as follows:
- 3: Course directly addresses the given SLO with one or more course learning objective or course topic;
- 2: Course probably addresses the given SLO;
- 1: Course might indirectly address the given SLO; and,
- 0: The course doesn't seem to address the given SLO.

After scoring the relevance of each SLO, a summary score was calculated based on the scores for each of the SLOs. Specifically, the score is calculated as follows:
- Summary score of 2 means that the course very likely achieves at least two of the four SLOs;
- Summary score of 1 means that the course might achieve one or more SLOs; and,
- Summary score of 0 means that the course doesn't seem to address the SLOs.

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1 Academic Senate Resolution 688-09 approved by President Baker June 22, 2009; www.academicprograms.calpoly.edu/content/academicpolicies/sustainability_lo
2 A final score of 2 is given if in the SLO scores there are at least two 3's or one 3 and two or three 2's (e.g. SLO1 = 3, SLO2 = 3, SLO3 = 0, SLO4 = 0 or SLO1 = 3, SLO2 = 2, SLO3 = 2, SLO4 = 1).
3 A final score of 1 is given if the final evaluation does not result in a 2 or 0.
4 A final score of 0 is given if there are no SLO scores of 2 or 3.
Academic Senate Sustainability Committee SLOs Evaluation Rubric
Course Prefix & Number  Replace this cell with course Prefix & Number, e.g. GEOG 301
Course Title  Replace this cell with course Title, e.g. Geography of Resource Utilization
Course Description  Replace this cell with course catalog description, e.g. A multicultural, world view of the interconnections of the following resource systems: food, energy, water, and non-fuel minerals. A pervading theme is the sustainability of these systems. 4 lectures. Prerequisite: Completion of GE Areas A, D3. Recommended: Junior standing. Fulfill GE D5 except for Social Sciences majors.

Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs.

<table>
<thead>
<tr>
<th>Initial Assessment Based on Course Title/Description</th>
<th>Points Possible</th>
<th>Points Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, the course very likely achieves at least two of the four SLOs.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Maybe, the course might achieve one or more SLOs.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No, the course doesn’t seem to address the SLOs.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Points</th>
</tr>
</thead>
</table>

Assessment Based on Course Proposal or Syllabus
Course hardly addresses given SLO. Course might indirectly address given SLO. Course doesn’t seem to address SLO.

<table>
<thead>
<tr>
<th>SLO1: Define and apply sustainability principles within their academic programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO2: Explain how natural, economic, and social systems interact to foster or prevent sustainability</td>
<td></td>
</tr>
<tr>
<td>SLO3: Analyze and explain local, national, and global sustainability using an interdisciplinary approach</td>
<td></td>
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<tr>
<td>SLO4: Consider sustainability principles while developing personal and professional values</td>
<td></td>
</tr>
<tr>
<td>Estimated fraction of course devoted to SLOs</td>
<td>0%</td>
</tr>
</tbody>
</table>

Summary Assessment Based on Course Proposal or Syllabus
Yes, the course very likely achieves at least two of the four SLOs. 2
Maybe, the course might achieve one or more SLOs. 1
No, the course doesn’t seem to address the SLOs. 0

If course doesn’t address the SLOs, could it?
Yes/No

Suggestion(s) how course might address one or more of the SLOs:

Other Comments:

For office use only
<table>
<thead>
<tr>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>First course</td>
</tr>
<tr>
<td>Second course</td>
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<tr>
<td>Average</td>
</tr>
</tbody>
</table>