

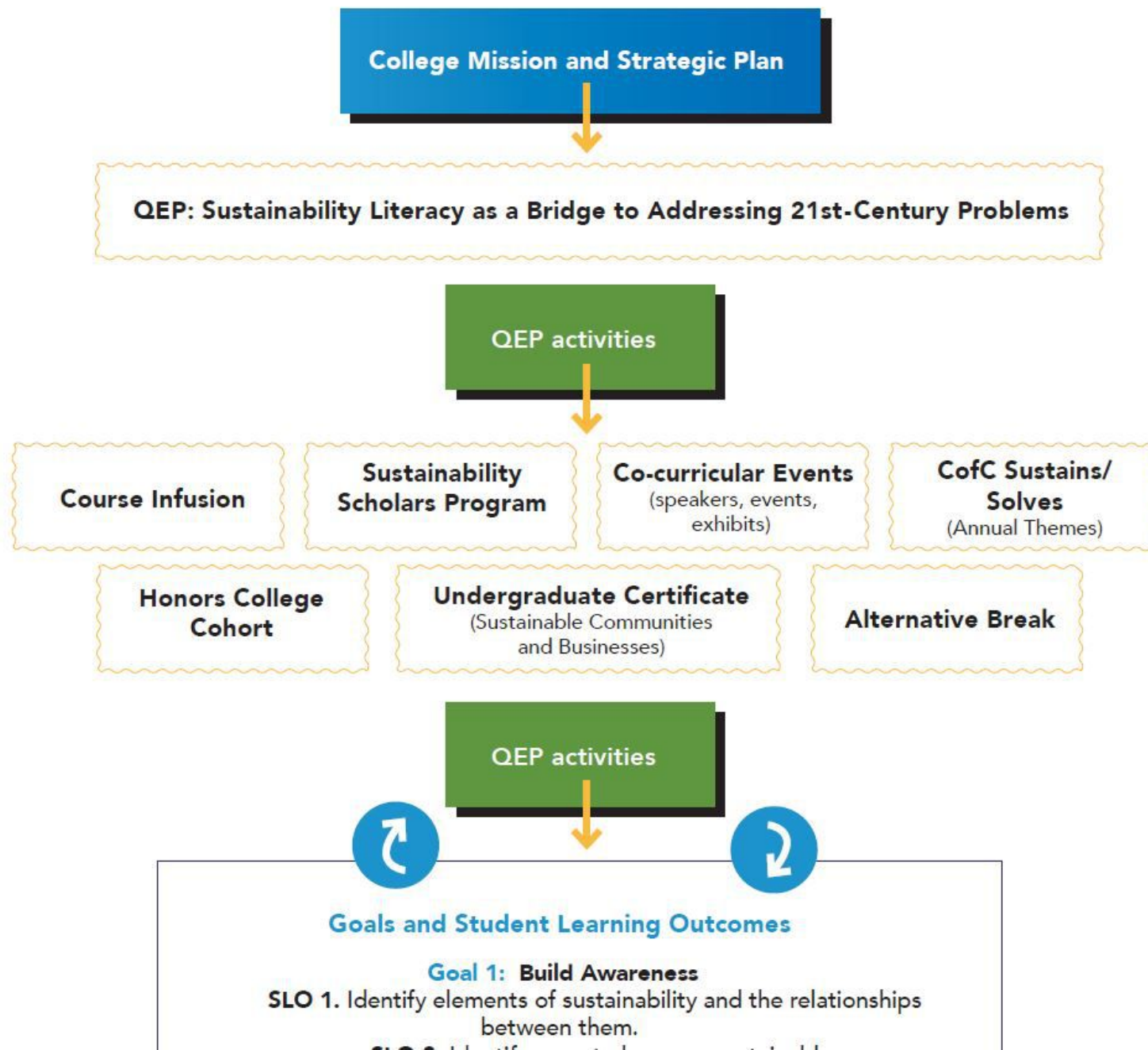
The central focus of this QEP is to equip CofC students with the skills and knowledge they will need upon graduation so that they can advocate for and help design resilient social, economic and environmental systems. In order to enhance student learning at the College around sustainability literacy, five goals (see Table 1) and three avenues for advocacy (educate, express, empower) structure this QEP.

Table 1. The Five Goals of the QEP

1. Build Awareness of the three systems of the Triple Bottom Line of sustainability (social, economic and environmental) and how these three systems are related to one another (Sustainability Literacy).
2. Cultivate sustainability literacy by developing students' fluency in systems thinking (synthesize and integrate knowledge).
3. Demonstrate the impact of production and consumption practices on the three systems (social, economic and environmental) of the Triple Bottom Line (skill building and competency learning).
4. Enhance student learning through active learning around sustainability literacy by helping students design solutions to various sustainability problems (experiential and learning practice).
5. Students advocate for resiliency at the individual, institutional, community, national or international level (change agents for resiliency).

Achieving these five goals will occur through a variety of curricular and co-curricular activities, such as course infusion, the development of a Sustainability Literacy Scholars Program, creation of an undergraduate certificate in Sustainable Businesses and Communities, creation of the Honors College Sustainability Literacy cohort, co-curricular alternative breaks and campus events. These curricular and co-curricular activities will be framed around an annual theme of the year; Year One is water quantity and quality, Year Two is social justice, and Year Three is food issues (Years Four and Five will be decided by campus vote). This will include an art

Figure 9. Meta-map of QEP



THE COLLEGE OF CHARLESTON'S REAFFIRMATION LEADERSHIP TEAM

Glenn McConnell	<i>President</i>
Brian McGee	<i>Provost</i>
Divya Bhati	<i>SACSCOC Liaison</i>
Steve Osborne	<i>Chief Financial Officer</i>
Todd McNerney	<i>Faculty Member</i>
Debbie Hammond	<i>Leadership Staff</i>
Amy Orr	<i>Staff Member</i>

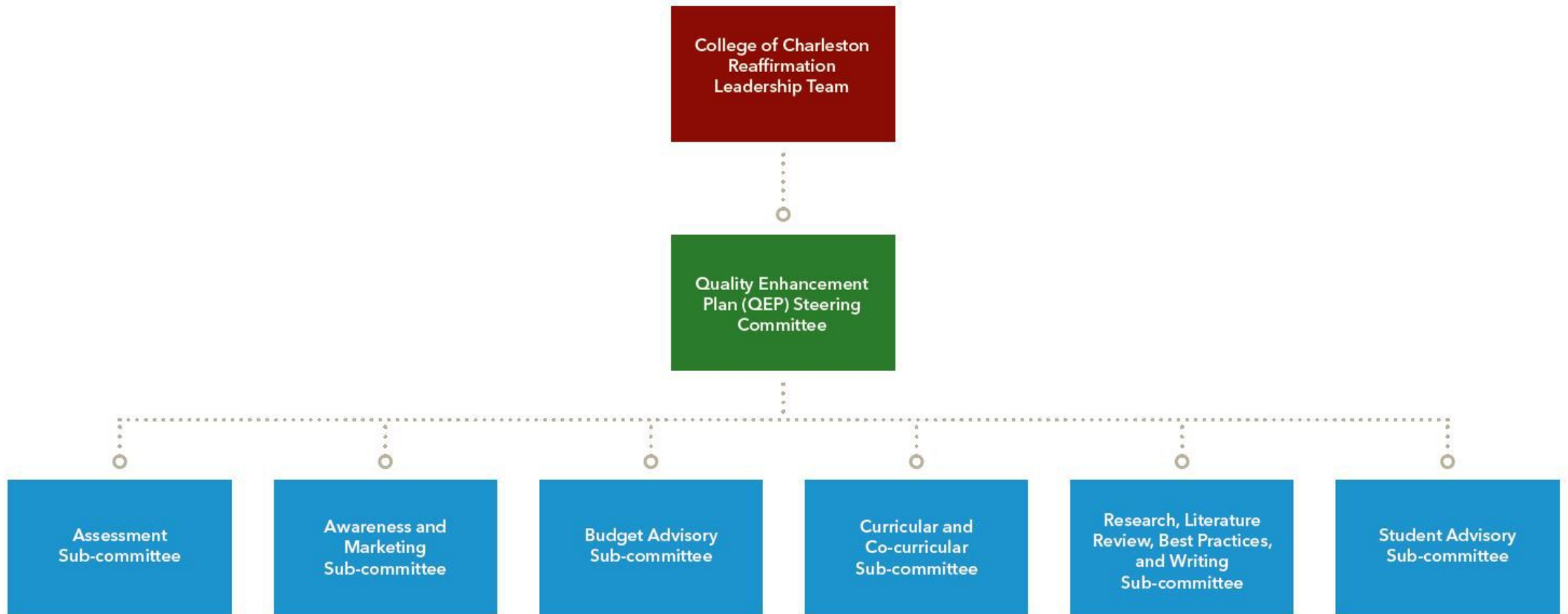
Student Learning Outcomes

The QEP has seven learning outcomes that align to the five overarching goals; these are previously provided in Figure 11. Details of outcomes and assessment methods are described below.

QEP Goal 1: Build Awareness

1. Student Learning Outcome 1: Students can identify various elements of sustainability and the relationships between them (social, economic and environmental).

Figure 2. QEP Steering Committee and Subcommittees



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COMMITMENT (<./INDEX.PHP>)

<HTTP://WWW.COFC.EDU/INDEX/> / [SUSTAINABILITY LITERACY HOMEPAGE \(././INDEX.PHP\)](SUSTAINABILITY.LITERACY.HOMEPAGE(././INDEX.PHP)) / [WHO WE ARE \(././INDEX.PHP\)](WHO.WE.ARE(././INDEX.PHP)) / [COMMITMENT \(./INDEX.PHP\)](COMMITMENT(./INDEX.PHP)) / [GOALS AND STUDENT LEARNING OUTCOMES](GOALS.AND.STUDENT.LEARNING.OUTCOMES)

Goals and Student Learning Outcomes

Goals and Student Learning Outcomes

APPLY TO THE COLLEGE

(<HTTP://COFC.EDU/APPLY/>)

PLAN A VISIT

(<HTTP://COFC.EDU/VISIT/>)

The College established five specific goals for its QEP, each one associated with specific student learning outcomes. They are as follows:

Goal No. 1 – Building Awareness

It is recognized that students at the College must first be able to identify the various elements of the Triple Bottom Line (TBL) of sustainability and how these three elements are related to one another. This will require interdisciplinary knowledge and systems thinking competencies. This goal also implies that students will be able to identify ways they can live in their personal lives and on campus that allow for students to advocate for the practice of sustainability literacy.

This goal will be assessed through the following two student learning outcomes:

- Students can identify various elements of sustainability and the relationship between them (social, economic, environmental).
- Students can identify key ways to be more eco-efficient in personal life and on campus.

Goal No. 2 – Synthesize and Integrate Knowledge

In order to cultivate sustainability literacy, CofC students must better be able to think across disciplinary lines and must develop fluency in systems thinking. This will require pedagogical practices that expose students to various policies and practices that have led to unsustainability, while also requiring students to synthesize knowledge from two or more systems of the 5–2 in order to address a sustainability problem.

This goal will be assessed through the following two student learning outcomes:

- Students can identify policies and practices that have led to unsustainability.
- Students can synthesize knowledge from two or more systems to address a sustainability problem.

Goal No. 3 – Skill Building and Competency Learning

Once students are exposed to sustainability literacy through the TBL and can begin to recognize policies and practices that lead to unsustainability, they will be asked to demonstrate the impact of production and consumption practices on economic, environmental, and/or social systems. This will require systems thinking, interdisciplinary acumen, and creative problem solving knowledge and skills, which will lead students to Goal 4.

This goal will be assessed through the following student learning outcome:

- Students can demonstrate the impact of production/consumption practices on social, economic, and/or ecological systems.

Goal No. 4 – Experiential and Learning Practice

This goal is focused on active learning that will enhance student learning around sustainability literacy by helping students design solutions to various sustainability problems. Such experiential design and practice will help students learn the final QEP goal.

This goal will be assessed through the following student learning outcome:

- Students can design a solution to a given sustainability problem.

Goal No. 5 – Change Agents for Resiliency

Goals 1–4 build upon one another so that a sustainability literate CofC student will be able to advocate for resiliency at the individual, institutional, community, national, and/or international level. This advocacy will be built upon an interdisciplinary understanding of some of the varied systemic interactions of the TBL and problem-solving leverage points in these linked systems and how acting on these leverage points can lead to resiliency at various scales.

This goal will be assessed through the following learning outcome:

- Students can advocate for resiliency at the individual, institutional, community, national, and international level.

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