| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | Assessment Activity/Artifact:  1. The goal of a formative assessment is to measure student progress in learning. The course instructor can select the assessment that best meets the needs of the class, including but not limited to the following:   * Publisher’s web-based formative assessment * In-class use of iclicker or manual response system * Student authored blogs or journals * Performance on short-answer quizzes * Active learning strategies such as case studies, Socratic circles or TBL activities   2. In-class examination. Question types can be multiple choice, short answer or essay to assess mastery of facts and interpretation  Evaluation Process:  1. Completion of selected formative assessments and/or appropriate valid evaluation method, e.g. rubric, checklist, peer assessment, observation, number correct, etc.  2. In-class exams will be given on the designated dates and performance measured for multiple choice questions by the number of correct answers. Short answer and essay questions will be assessed using a grading rubric.  Minimum Criteria for Success:  1. The course instructor will publish criteria for success for the selected assessments at the start of the semester and evaluate student success based on those criteria. Students will achieve an average grade of at least 70%.  2. Students will achieve an average grade of at least 70% on the course exams.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate an understanding of the scientific information and key concepts that underlie the functioning of natural systems with an emphasis on the interrelatedness of these systems with each other and human societies. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | Assessment Activity/Artifact:  Students as individuals or teams will participate in class discussion/debate/publication of wiki or blog on environmental topics where students discuss and analyze problems/situations from perspectives of different stakeholders. Participation may include both oral presentations and written assignments.    Evaluation Process:  Written and/or oral assignments will be evaluated using rubrics provided by course instructor at beginning of semester.  Minimum Criteria for Success:  The course instructor will publish criteria for success for the selected assessments at the start of the semester and evaluate student success based on those criteria. Students will achieve an average grade of at least 70%.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to examine environmental issues within a trans-disciplinary and multi-perspective framework that supports creative ideas to promote environmental sustainability. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | Assessment Activity/Artifact:  1. Students will calculate and reflect on their personal ecological footprint using an on-line footprint calculator.  2. Students will participate in two environmentally related co-curricular activities (one activity during 6 week summer session).  Evaluation Process:  1. Student completion of the calculation of the ecological footprint and reflection postings in a discussion forum will be assessed using a reflection evaluation rubric that measures the level of engagement with the activity.  2. Student completion of the co-curricular activity and reflection posting in a discussion forum will be assessed using a rubric appropriate for online discussions  Minimum Criteria for Success:  1. Student engagement of at least 70% in all categories based on rubric.  2. Student engagement of at least 70% in all categories based on rubric.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate a willingness to reflect on their own relationship to the environment and take responsibility to reduce their own ecological footprint, as well as engaging in local, global and intercultural problem solving. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |