**Jonny4ME1**

| **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:  An in-class exam where students are required to understand how environmental problems have shifted over time as scientific knowledge has accumulated and how local and global environmental issues influence each other.  Evaluation Process:  This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5  Minimum Criteria for Success:  The minimum criterion for success is a score of 3 or higher on the rubric.  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 dynamic relationship between humans and the environment. |
| **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:  A blog or discussion forum where students are required to research a contemporary issue related to humans and the environment, understand opposing views, and express their opinion on the subject, and interact with other students.  Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5  Minimum Criteria for Success:  The minimum criterion for success is a score of 3 or higher on the rubric.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze differing opinions concerning global and international environmental problems in light of scientific evidence. |
| **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:  A copy of the letter or a brief reflection on the meeting, film, lecture or activity that was attended.  Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5,  Minimum Criteria for Success:  The minimum criterion for success is a score of 3 or higher on the rubric  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to take a specific action on a global environmental issue, e.g. writing a letter to the editor or to a congressperson; attending a meeting, lecture, or documentary film on the environment; or, volunteering for an environmental activity. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |