| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of challenges for global sustainable agriculture and the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | Assessment Activity/Artifact:1. Watch short Video’s on Food Systems, Global urban population expansion, Ecosystem services, Climate change, agriculture and food security, sustainable agriculture practices.2. Assignment – collection of current agriculture and food systems related news headlines pertaining to county, state, nation and international – summary must incorporate global awareness, perspective and engagement components.3. In-class discussion activity and take-home quiz based on reading assignment articles and videos (which incorporates international comparisons while addressing food systems and sustainability related issues). Question types can be multiple choice, short answer or essay to assess mastery of facts, clear understanding and correct interpretation.Evaluation Process:1. Completion of activities2. Assignment report assessed using a grading rubric.2. In-class exams and take-home quizzes 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. Students will successfully complete at least 80% of the take home quiz and assignment within the time period assigned.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** |
| Demonstrate understanding and the awareness of the interrelationship of human food systems and natural systems; global human population growth and ecological foot print, human activities and technologies connected with food systems, their various environmental impacts, and the economic and social factors that favor the use of one technology over another. |
| **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 associated with food systems and sustainability. | Assessment Activity/Artifact:1. Students will participate and share their ideas and perspectives on selected food system sustainability issues and solutions during in-class activity session based on case studies and reading assignments. 2. Students will prepare a written summary of their perspective, analyze the issue if needed and prepare a concept map connecting issues or topics. Evaluation Process:1. Students will be evaluated for participation in in-class activities based on the entries and answers to relevant topics. 2. Students will be evaluated on the effectiveness of their written answers and their level of participation and engagement in the in-class activity evaluation rubric.Minimum Criteria for Success:1. Student score for their in-class activity will be at least 4/5 for each category in the rubric.2. Student score for report will be at least 4/5 for each category3. Participation scores will be at least 3/4 in each category.Sample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to articulate the perspectives of multiple stakeholders involved in the complex local, regional, national and international agriculture/food system sustainability issues and how those perspectives interact and influence policy decisions.  |
| **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 learn and participate in discussions on various types of food system related footprint calculations (water, phosphorus, food waste, carbon, emission etc.) and on various types of sustainability indicators. Student groups will post their reflections on sustainability assessment in discussion forums.2. Students will be explained about critical links between unsustainable aspects of food production and natural resource use, and their impact on environmental health and biodiversity in different geographic regions. The student groups will be allowed to discuss among themselves and come with various solutions which bring together the elements of global engagement.3. Students will participate in a hands-on agriculture related community service /co-curricular activity.Evaluation Process:1. Student completion of their assessment and reflection postings in discussion forum will be assessed using a reflection evaluation rubric that measures the level of engagement with the activity.2. Student completion of the community service activity, reflection report and class presentation will be assessed using a service learning rubric that measures the level of engagement with the activity.Minimum Criteria for Success:1. Student engagement is at least 3/4 in all categories based on rubric.2. Student engagement is at least 3/4 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 collaborate in groups to devise/propose solutions to local, global and intercultural problems related to agriculture/food systems and sustainability. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |