| **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. Short-answer exams that are largely developed by the students. 2. Weekly written assignments and discussion of assigned papers and literature reviews.   Evaluation Process:   1. Grade answers to specific questions. 2. Analytical rubric that includes their performance on this outcome.   Minimum Criteria for Success:   1. Success is 7 out of 10 (7=C; 10=A). 2. Success is 3 out of 5.   Sample:   1. All students are assessed. 2. All students are assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate an understanding of the interconnection of coastal erosion and protection strategies on a global basis, that these problems have no national borders, and that these problems are affected by geological, meteorological and oceanographic factors as well as socioeconomic, technological and cultural conditions. |
| **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:  All students will participate in group-based role-playing exercises where they will represent the positions of different stakeholders regarding causes, impacts and potential solutions. The exercises will include presentations.  Evaluation Process:  Presentations and write-ups will be evaluated according to a three point rubric that includes each of the following categories: knowledge of situation, multi-perspective analysis, knowledge of interdisciplinary understanding and delivery.  Minimum Criteria for Success:  Students will score a minimum of 8 points in the rubric (out of a possible 12).  Sample:  All students will be assessed. | *To be entered after each time course is taught* | |
| **Course Learning Outcome** |
| Students will be able to conduct analyses of the impact and mitigation of coastal erosion in a site-specific and global context and the extent to which multiple factors, such as technical approaches, economics, and social norms, contribute to or help solve the problem. |
| **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:  Final assignment and final group project will serve as assessment artifacts. Here students will reflect on their personal and professional problem-solving philosophy and the influence of this course on that philosophy.  Evaluation Process:   1. Survey students using a Likert scale to measure if their philosophy has changed (e.g., 1 = no change, 2= some change, 3 = significant change). 2. Open-ended reflective essay on the impact of course on their problem-solving philosophy. Writing proficiency will be evaluated using a 5-point rubric.   Minimum Criteria for Success:   1. 2 on a 1-3 scale. 2. Students will provide a minimum of two ways that the class has/has not influenced their problem-solving philosophy.   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 solutions to problems of mitigating coastal erosion, which are appropriate within the framework of technological, economic, legal, and societal factors at regional, national and global levels. |
| **Use of Results for Improving Student Learning** | | | |
| *To be entered after each time course is taught* | | | |