| **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 instructor will lead 2-3 paper discussions. For each paper discussion, students will be assigned 1-2 papers to read. Before each discussion, 7-8 questions will be given to test if the students have read and understood the papers. Those papers will be focus on life history and behavior of highly migratory species, effects of runoff from coastal development on inshore ecosystem/fisheries, policy and effects of Exclusive Economic Zones, difficulties of regulating fisheries in international water, aquaculture or global climate change effects on marine ecosystems amongst others.  2. Students will be evaluated in a pre/post-essay to assess their global awareness. Students must read a short article and answer one question (250 words each) at the beginning of the semester and then do a different reading and answer another question at the end of the term. Student who hand in both surveys get full credit.  Evaluation Process:  1. The percentage of correct answers on questions will be calculated.  2. A pre-established rubric will be used to evaluate the global awareness aspect of students’ answers.  Minimum Criteria for Success:  1. 70% of students will successfully answer more than 60% of those questions.  2. A global awareness rubric score of “3.”  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 interrelatedness among increasing world populations, intensified human activities, and limited marine biological resources. |
| **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:  1. All students will participate in a group-based project. Each group of 3-6 students will give a 10-minute presentation and introduce an endangered species. What are the historical and current abundances? How did the species become endangered? What kinds of regulations have been applied by the local agencies and international organizations to protect those species? Are those regulations effective or not? After all groups have introduced their species a day will be scheduled for the following discussion: The instructor will represent a UN agent with funding to support a limited amount of conservation efforts and students will need to promote their species to compete for the limited funding.  2. Students will also be evaluated on a pre/post-essay to assess their global perspective. Students must read a short article and answer one question (250 words each) at the beginning of the semester and then do a different reading and answer another question at the end of the term. Student who hand in both surveys get full credit.  Evaluation Process:  1. The students’ individual and group performances will be evaluated by 2-3 judges. A pre-established rubric will be used to evaluate the global perspective aspect of their presentations.  2. A pre-established rubric will be used to evaluate the global perspective aspect of students’ answers.  Minimum Criteria for Success:  1. 70% students will get more than 70% of the credit possible.  2. A global perspective rubric score of “3.”  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to assess the effect of different regional stakeholders on conserving endangered marine species in a global scenario. |
| **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:  All students will participate in a group-based role-play where each group will represent the position of different nations/parties, some of which oppose and some of which support whaling. Students will need to evaluate the sustainability of whale fisheries and claims of two opposite interested parties in this global fishery.  Evaluation Process:  The performances will be evaluated by 2-3 judges according to the pre-established rubric.  Minimum Criteria for Success:  70% students will get more than 70% of the credit possible.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will formulate possible solutions for problems, such as utilizing and regulating marine resources, considering various regional and global interests. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |