

Header: Fill in the header with your name and the semester and year your course was delivered.

Course Outcome Assessment for Global Learning Courses

Faculty Name: XXXXX XXXXXXX

Course: ASN 3410, Introduction to East Asia

Academic Unit: Asian Studies Program

Degree Program: BA Asian Studies

Semester Assessed: Spring 2013

Global Learning Student Learning Outcome Addressed	Assessment Method
<p>Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</p>	<p>Assessment Activity/Artifact: Current event journal</p>
<p>Course Learning Outcome Students will be able to demonstrate an understanding of globalization and the interrelatedness of the non-Asian impact on East Asia and the impact of East Asia on the rest of the globe.</p>	<p>Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5.</p>
	<p>Minimum Criteria for Success: The minimum criterion for success is a score of 3 or higher on rubric.</p>
	<p>Sample: All students will be assessed.</p>
<p>Use of Results for Improving Student Learning The weekly current event journals continue to provide an opportunity for students to demonstrate an understanding of globalization in East Asia as well as the impact of East Asia on the rest of the world. Greater emphasis on the interrelatedness of current global issues with local ones will be encouraged in the future. In addition, not allowing late registration after the first week of an online class is a continued recommendation for improvement.</p>	

Assessment Activity/Artifact: Describe what students will do to demonstrate achievement of outcome. More than one method may be used.

Evaluation Process: Describe method for evaluating quality of assessment artifact(s).

Minimum Criteria for Success: Describe minimum level of achievement necessary to demonstrate adequate progress toward outcome.

Sample: Describe the student sample for assessment (in most GL courses, all students are assessed).

Global Learning Outcomes: This column does not change, as it contains the Faculty Senate approved outcomes.

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Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p>Global Perspective: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.</p>	<p>Assessment Activity/Artifact: One of six 1-page reflection papers</p>	<p>The majority of the students participated in these in-class papers (some students were absent).</p>
<p>Course Learning Outcome</p>	<p>Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5.</p>	<p>All students who participated were able to meet the minimum criteria for success by scoring a 3 or above on the rubric. Those students who were evaluated exhibited critical analysis of the contemporary social issues affecting East Asia.</p>
<p>Students will be able to conduct a multi-perspective analysis of contemporary social issues in East Asia.</p>	<p>Sample: All students will be assessed.</p>	<p></p>
<p>Use of Results for Improving Student Learning</p>		
<p>Students were able to analyze contemporary social issues in East Asia such as: Orientalism, Social Problems of Communist China, Reverse Orientalism, Asian Globalization, and Japan and the Environment. By expressing their ideas through reflection papers, students were able to conduct a multi-perspective analysis of current global and intercultural problems in Asia. Greater emphasis on analyzing East Asian social issues in the United States will improve students' understanding of contemporary social issues in Asia as a whole. Some improvement is needed in regard to relating global East Asian social issues to these same issues in the United States. Additional time will be spent on comparing and contrasting social issues in East Asia and the United States.</p>		

Assessment Results: Summarize assessment results in quantitative and/or qualitative form, as appropriate. Describe in a way that is meaningful for you and others who may teach the course.

Use of Results for Improving Student Learning: Reflect on the implications of the results and make recommendations for future semesters. Recommendations may include changes to content, teaching strategies, or assessments.

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Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p>Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.</p>	<p>Assessment Activity/Artifact: Site Visit: Students will be required to make one site visit (as individuals or in a group) during the semester and write one at-home Reflection Paper in response to the visit.</p>	<p>22 students out of 28 demonstrated a willingness to engage in contemporary local and global issues by completing the site visit and the required reflection paper for the visit.</p>
<p>Course Learning Outcome</p>		
<p>Students will demonstrate a willingness to engage in contemporary local and global issues by making a site visit.</p>	<p>Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5.</p> <p>Minimum Criteria for Success: The minimum criterion for success is an average score of 3 or higher on rubric.</p> <p>Sample: All students will be assessed.</p>	<p>Each completed assignment met the minimum criteria needed for success by maintaining scores of 3 or higher on the rubric, though a few suffered from deduction of points because of late submission. Overall, they did best in this assignment, as most participants proved themselves to be keen observers and fairly decent writers.</p>
<p>Use of Results for Improving Student Learning</p>		
<p>In spite of awkwardness in dealing with conceptual and theoretical issues, the students proved themselves to be keen observers and thoughtful writers when it comes to communicating and expressing their own experience. Although their expectation for this assignment was initially low, many of the students seem to have found their visits unexpectedly enjoyable and stimulating, and their engaging attitude make it an unexpectedly enjoyable experience for me to read their reports. That makes me think in incorporating more visual and practical elements, in addition to readings, in my lecture to stimulate students' interest.</p>		