| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems | Assessment Activity/Artifact:  Exams- Students will complete three exams that ask questions about the interrelatedness of local, global, international, and intercultural issues, trends, and systems that influence and shape Hip Hop culture.  Evaluation Process:  Answers will be graded as correct or incorrect.  Minimum Criteria for Success:  Students must answer at least 50% of the questions correctly to pass. The decision to use a 50% criteria will be revisited after two semesters; as this course has not been taught before the instructor will use this as an opportunity to review teaching pedagogy and quality of readings for providing analysis of global Hip Hop issues.  Sample: *All students will be assessed.* | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate knowledge of the interrelated local, global, international, and intercultural issues, trends, and systems that influence and shape Hip Hop culture. |
| **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:** Ability to develop a multi-perspective analysis of local, global, international, and intercultural problems | Assessment Activity/Artifact:  Research Paper- Student directed research paper on race, gender and sexuality in Hip Hop. This paper will require students to use and discuss perspectives on a Hip Hop phenomenon of their choice.  Evaluation Process:  A rubric will be used to assess the quality of the analysis.  Minimum Criteria for Success:  Students must answer at least 50% of the questions correctly to pass. The decision to use a 50% criteria will be revisited after two semesters; as this course has not been taught before the instructor will use this as an opportunity to review teaching pedagogy and quality of readings for providing analysis of global Hip Hop issues.  Sample: *All students will be assessed.* | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to develop a multi-perspective analysis of the local, global, international, and intercultural problems informing racial, gender and sexual outcomes in Hip Hop cultures. |
| **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:** Willingness to engage in local, global, international, and intercultural problem solving | Assessment Activity/Artifact:  Weekly Discussion- students will select a current Hip Hop event or topics, then provide research based analysis of the situation. In addition, they will draw upon course content knowledge to outline suggestions for addressing the phenomenon.  Evaluation Process:  A rubric will be used to assess the quality of the analysis.  Minimum Criteria for Success:  Students must meet at least 50% of the rubric criteria to pass.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will provide evidence of their willingness and ability to address local, global, international, and intercultural problems by integrating issues related to race, gender and sexuality in Hip Hop. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |