| **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: In-class multiple-choice quiz on history and development of international biennials (exhibitions which take place every two years).Evaluation Process: Students will be scored by a rubric which scores on a scale of 1 to 10.Minimum Criteria for Success: Each student must pass with a 6 or higher.75% of class should score a 7 higherSample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to identify the interconnected political, economic, and social power structures that influence the development of contemporary art. |
| **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:500-word essay based on key texts assigned in class and close in-person visual, textual and multi-perspective analysis of the catalog of the *Magiciens de la Terre* exhibition, Pompidou, Paris, 1989 (a rare book recently purchased by the library for use in this class).Questions to be answered in essay format:In what way did this exhibition move forward the internationalization of the Western art world? In what ways did it fail? Refer to and design/content of exhibition catalog.Evaluation Process:Students will be scored by a rubric which scores on a scale of 1 to 20.Minimum Criteria for Success: Each student must pass with a 12 or higher.75% of class should score a 14 higherSample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to construct an analysis of contemporary artworks and broader international and transnational visual culture through a variety of contextual frameworks, e.g. formal, authorial, socio-cultural, and identity-based (race, class, gender, and sexuality). |
| **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:Students will be asked to reflect thoughtfully on exhibitions they have visited in person to begin to think critically about their cultural environs through several “frames:” local, international, and global. In particular, student will be required to produce three visual diaries on topics connected to these frames and pre-chosen by the instructor. Each visual diary will include 10 images culled from site visits to Miami museums, galleries, and private art collections. A 500-word essay accompanying each diary explains the diaries in words. Evaluation Process:Students will be scored by a rubric which scores on a scale of 1 to 50. Minimum Criteria for Success:Each student must achieve a score of 30 or higher.75% of class should score 35 or higherSample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will engage with contemporary art found in greater Miami-area museums, galleries, and private art collections to problem solve and explore how the global, and international manifest themselves in or are embedded in the ‘local’ or Miami art scene. |
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| *To be entered after each time course is taught* |