| **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:Students will write a 3-page essay demonstrating their global awareness. The prompt for the global awareness essay will be: What were the multiple functions of traditional African art and how did regional, geographical, and inter-ethnic factors shape the development and study of African art as a discipline in both anthropology and art history?Evaluation Process:Students will be evaluated according to the 5-point GL rubric. Minimum Criteria for Success:Students must demonstrate their knowledge of the regional, geographical, and ethic factors that lead to the development of African art. The minimum criteria for success will be a 2 on the GL 5-point rubric.Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate their understanding of how world historical events affect African artists and how those artists, through their artistic choices, in turn, influence history. |
| **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 develop a multi-perspective analysis of local, global, international, and intercultural problems. | Assessment Activity/Artifact:Students will write a 3-page essay demonstrating their global awareness. The prompt for the global perspective essay will be: What were the long-ranging effects of European colonialism in the study and development of African art, and how did these effects highlight global, international and intercultural problems?Evaluation Process:Students will be evaluated according to the GL 5-point rubric.Minimum Criteria for Success:Students must demonstrate their historical knowledge and be able to draw the links between the processes of colonialism and the development of the study and production of African art. The minimum criteria for success will be a 2 on the GL rubric.Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will develop an analysis of the short and long term effects of British and French systems of colonialism on African society, and particularly on traditional, modern, and contemporary African visual arts.  |
| **Use of Results for Improving Student Leaning** |
| *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 write a 3-page essay, which will include both analysis and personal reflection, based on their experience attending an African visual arts related event in their community. Evaluation Process:Students will be evaluated according to the GL 5-point rubric.Minimum Criteria for Success:The minimum criteria for success will be a 2 on the GL rubric.Sample: Will be provided to students on the Blackboard website for the course. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be tasked to engage in their communities to seek out and support African and African Diaspora arts initiatives. They will define problems facing African arts and find solutions to raise awareness of the importance and impact of African visual arts.and larger global movements. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |