| **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:**Group Cultural Analysis & Presentation- (20% of overall grade)** To help assist in developing global awareness, students work in groups to analyze a culture and present their research to the class. Groups research and write a term paper comparing/contrasting various cultures, the beliefs, values, norms, and social practices of those chosen cultures. The group presents their findings and teaches the class about verbal, nonverbal, and relational communication of those two cultures. Finally, groups analyze how the culture and its communication are interrelated. Evaluation Process: A five point rubric will evaluate the student’s ability to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.Minimum Criteria for Success:Score of 2 Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate an understanding of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. |
| **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:**8 Text Book Reading/In Class Hand Out & Analysis Essays & In-class Discussions – (40% of overall grade)**To develop an understanding and perspective of intercultural communication, students examine cases which apply course concepts and textbook readings to concrete situations. They are expected to read all of the assigned readings and incorporate sources from readings into the brief discussion and analysis essay. For each reading students write and submit a brief 1 page (2 pages maximum) essay (2 to 3 paragraphs typed and double spaced) that addresses one (or two) particular issue(s) that is most relevant or important to their personal and/or professional lives. Written assignments are also the basis for weekly in class discussions.Evaluation Process:Three point rubric will evaluate the student’s ability to conduct a multi-perspective analysis of local, global, international, and/or intercultural problems.Minimum Criteria for Success:Score of 5 Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to assemble a multi-perspective analysis of an issue.  |
| **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:**Intercultural Experience Essay and Co-Curricular Activity -** To develop global engagement, students must partake in an intercultural experience outside of the classroom. This experience can take any form. Students will then write a one-page reflection of how their experience has made them a more competent intercultural communicator.Evaluation Process:A five point rubric will evaluate the student’s willingness to engage in local, global, international, and intercultural problem solving.Minimum Criteria for Success:Score of 2Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate willingness to address local, global, international, and intercultural issues by taking action within the context of their own lives. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |