| **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:  Business Review: After meeting and speaking with business people who work in a multicultural setting, what are the skills you think they have acquired that make them successful? Be sure to include specific quotes from your meetings and tie into the readings from the course, or any other additional sources you find. The point of this assignment is to write an overview of all the experiences you have had and demonstrate your understanding of all the major concepts we’ve covered and how they may be applied.  Evaluation Process:  A rating scale of 1-5, 1 indicating no understanding to 5 indicating full understanding.  Minimum Criteria for Success:  Students will achieve a 3 or better on a 5-point rubric  Sample:  All students in the course will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| After studying abroad, students will be able to demonstrate a knowledge and understanding of the interrelatedness of local, global, international, and intercultural issues related to communication in business and casual settings. |
| **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:  Café Observation Project: In each city we visit, you are to find a café and carefully observe people’s interactions with each other. Use what you know about nonverbal communication to draw conclusions and integrate what we’ve learned about intercultural communication theory and application. Your final paper will be about 3-4 pages, double spaced, comparing and contrasting the three major cities we will visit. You will also present your initial findings in each city to the class, in an informal setting.  Evaluation Process:  A rating scale of 1-5, 1 indicating no understanding to 5 indicating full understanding.  Minimum Criteria for Success:  Students will achieve a 3 or better on a 5-point rubric  Sample:  All students in the course 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 that incorporates their knowledge of communication to analyze communication patterns in an international intercultural setting. |
| **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:  Better Know a Neighborhood: What does it mean to be Parisian/Berlinian? Your task is to interview as many people as possible in an assigned neighborhood. Ask them about everything: what do they do for a living, what they do for fun? what are their impressions of modern French/German society? What ethnicity do they associate with? Do they feel French/German and why? Do they feel European and why? What do they think of tourists, and Americans in particular? In addition, you are to record your impression of that particular neighborhood. What is the lay of the land? What are nearby points of interest and why? What does the neighborhood tell you about the character of the people who inhabit it? What consequence do you think this has for communication encounters? Your final paper will be about 3-4 pages, double spaced. You will also present your initial findings in each city to the class, in an informal setting.  Evaluation Process:  A rating scale of 1-5, 1 indicating no understanding to 5 indicating full understanding.  Minimum Criteria for Success:  Students will achieve a 3 or better on a 5-point rubric.  Sample:  All students in the course will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values, and authority. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |