| **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:  Multiple Choice quizzes  Evaluation Process:  Number of correct answers  Minimum Criteria for Success:  60% Correct  Sample:  All students will be assessed | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will become aware of facts and concepts to explain the processes of democratization, development, and inclusion with special attention to different levels of analysis. |
| **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:  Essay (Assignment #2)  Evaluation Process:  Rubric, Scaled 1-10 (Interrelation of Concepts)  Minimum Criteria for Success:  Scale of 6 or higher on rubric  Sample:  All students will be assessed | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to present different theoretical perspectives to explain the processes of democratization, development, and inclusion. |
| **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:  Essay (Assignment #3)  Evaluation Process:  Rubric, Scaled 1-20 (Policy Linkage)  Minimum Criteria for Success:  Scale of 12 or higher on rubric  Sample:  All students will be assessed | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be challenged to use their knowledge and skills to make an argument evaluating the policy implications and prescriptions inherent in the various theoretical perspectives in different contexts of democratization, development, and inclusion. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |