| **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:  Essay questions  Example:  What is the effect on the US interest rate and exchange rate between the dollar and the euro of an increase in the price level in the US?  Evaluation Process:  Rubric: scale of 1-4  Minimum Criteria for Success:  Score of 3 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 demonstrate understanding of the global factors that determine exchange rates and external imbalances, as well as of the various national policies that can be used to address economic issues in open economies. |
| **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 questions  Example:  How might “liability dollarization” worsen the financial market disruption caused by a sharp depreciation of the currency in emerging economies?  Evaluation Process:  Rubric: scale of 1-4  Minimum Criteria for Success:  Score of 3 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 conduct analyses of economies in a global setting by identifying different factors (e.g. technological, demand and supply shocks, fiscal and monetary policies, exchange rates arrangements) that lead to economic crises and opportunities. |
| **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 questions  Example:  After the debt crises of the 1980s many developing countries wanted to improve their current account. What kind of policies would you have recommended to reach this goal?  Evaluation Process:  Rubric: scale of 1-4  Minimum Criteria for Success:  Score of 3 on rubric  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be willing to work individually and in teams to develop solutions to various economic issues in a global setting. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |