| **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:  20 embedded multiple choice questions that focus on trans-regional issues.  Evaluation Process: Correct answer  Minimum Criteria for Success: 80% of students will have 16 or more correct answers.  Sample: 40 students have been assessed. | *To be entered after each time course is taught* |
| **Activity Learning Outcome** |
| Students will demonstrate a foundational knowledge of the world’s human and physical geographic features, institutions, and processes (such as trade, religion, environmental degradation and migration) and how they relate to each other. |
| **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:  Individual reflections on common reading and co-curricular activities.  Evaluation Process: Evaluated based on following criteria on a yes/no basis:   1. Does the report demonstrate that the issue at hand was analyzed from multiple, identifiable perspectives, at least some of which were covered in the course? 2. Is it written in a coherent, logically argued manner?   Minimum Criteria for Success:  80% of artifacts meet both criteria  Sample: All 89 students have been assessed | *To be entered after each time course is taught* |
| **Learning Outcome** |
| Students will be able to identify, differentiate between and apply multiple perspectives (including physical science, social science and popular perspectives) to critically examine key geographic issues. |
| **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: Individual reflections on common reading and co-curricular activities.  Evaluation Process: Evaluated on following criteria on a yes/no basis:   1. Does the report make connections between the students’ lives and the issue being covered? 2. Does the report address any possible course of action in regards to the issue?   Minimum Criteria for Success:  80% of artifacts meet both criteria  Sample: All 89 students were assessed. | *To be entered after each time course is taught* |
| **Learning Outcome** |
| Students will gain the ability to engage in actions that impact local and global processes, by coming to understand their connections to these processes (especially via their location in Miami). |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught*  . | | |