| **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:  - Weekly reading reflections  - Mid-term exam    Evaluation Process:  - Rubrics based on clarity, specificity, and coherence  Minimum Criteria for Success:  70% or higher rate of achievement (out of 100%)  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will identify current issues of each country in East Asia and explain their interconnectivity and interrelatedness on the local, national, and global levels to other parts of the world. |
| **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:  - Term-paper presentation  - Final term-paper  Evaluation Process:  Students must utilize geographic concepts (e.g., globalization, gentrification, and Orientalism) to conduct a multi-perspective analysis of a topic; Students must demonstrate that they are able to articulate a solid argument based on any particular perspective.  They are evaluated based on these criteria:  - Rubrics based on clarity, specificity, and coherence  - Degree of participation in debate/discussion  Minimum Criteria for Success:  - 70% or higher rate of achievement (out of 100%)  \* Peer-review accounts for 30% of the term-paper presentation grade.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will apply key geographic lenses to engage in and analyze major debates and transformations taking place in East Asia today. |
| **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:  - Case-study presentation  - In-classroom group activities  Evaluation Process:  Students (presenters) must lead group discussion by offering a set of discussion questions; Group discussion will focus on problem-solving by developing reasonable suggestions or action-points; Students are encouraged to explore local places if needed (e.g., Japanese or Korean diasporic communities, Asian supermarket, or other on or off-campus events)  They are evaluated based on these criteria:  - Rubrics based on clarity, specificity, and coherence  - Degree of participation in debate/discussion  Minimum Criteria for Success:  - 70% or higher rate of achievement (out of 100%)  \* Peer-review accounts for 30% of the case-study presentation grade.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate willingness to engage in local, global, international, and intercultural problem-solving as it relates to the historical, political-economic, and cultural processes shaping the East Asian region. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |