| **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:**  Blog Entries and corresponding Discussion Board  Assignments require students to alternately post prompts for their classmates or respond to classmates’ prompts. Students are directed to design prompts such that at least one prompt per Blog Entry asks classmates to draw on the interrelatedness of intercultural issues.  **Evaluation Process:**  Blog Entries are evaluated with a Binary Cumulative Rubric, which allows for partial credit.  DBAs are evaluated with a Binary Cumulative Rubric, which allows for two results: Complete (100 points) or Incomplete (0) points.  **Minimum Criteria for Success:**  Blog Entries: 80% of students earn 80%  DBA: 80% of students receive a Complete  **Sample**:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze the ways in which cultural, local, and global factors play into a wide array of narratives, and how these may be interrelated. |
| **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 Awareness:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | **Assessment Activity/Artifact:**  Collaborative Prezi requires a group of students to choose 2-3 of the assigned narratives and over the course of the presentation approach these narratives’ themes from 3 different perspectives.  **Evaluation Process:**  Collaborative Prezis are evaluated with a Binary Cumulative Rubric, which allows for partial credit.    **Minimum Criteria for Success:**  80% of students earn 80%    **Sample**:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to critically compare the ways authors from around the world approach specific themes in the short story form. |
| **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 Awareness:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | **Assessment Activity/Artifact:**  Term Paper requires students to select 2 or 3 of the terms’ narratives and orient their comparative analyses of these narratives toward the solving of a global, international, or intercultural problem.  **Evaluation Process:**  Term Papers are evaluated with a Gradational Cumulative Rubric, which allows for partial credit.  **Minimum Criteria for Success:**  80% of students earn 80%  Sample: All students will be assessed.  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate an understanding of how literary analysis and critical comparison may promote intercultural problem solving. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |