| **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:   1. Essay type questions in homework and in tests 2. Analysis of specific problems in group discussions 3. Individual or group research project.   Evaluation Process:  The instructor used a rubric applied to students' written work including homework exams and class projects to assess students' global awareness.  Minimum Criteria for Success:  The minimum total score from all rubrics is 8; the minimum score for each rubric is 2.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate knowledge of how the most significant developments in Mathematics originated as global answers to interrelated problems posed by different cultures and civilizations through the centures. |
| **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:   1. Essay type questions in homework and in tests 2. Analysis of specific problems in group discussions 3. Individual or group research project.   Evaluation Process:  The instructor used a rubric applied to students' written work including homework exams and class projects to assess students' global perspective.  Minimum Criteria for Success:  The minimum total score from all rubrics is 8; the minimum score for each rubric is 2.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate knowledge of how the most significant developments in Mathematics originated as global answers to interrelated problems posed by different cultures and civilization through the centuries. |
| **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 type questions in homework and in tests  Analysis of specific problems in group discussions  Individual or group research project.  Evaluation Process:  The instructor used a rubric applied to students' written work including homework exams and class projects to assess students' global engagement.  Minimum Criteria for Success:  The minimum total score from all rubrics is 8; the minimum score for each rubric is 2.  Sample  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to conduct a multi-perspective analysis of the economical and sociological reasons of different approaches to mathematics through history and nowadays. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |