| **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:Discussion questions*The heavy debate about federal immigration policy obscures a critical issue: How will the millions of immigrants, mostly legal, adjust to life in the U.S.? Discuss possible solutions to the lack of federal assistance.*Evaluation Process:This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5.Minimum Criteria for Success:The minimum criterion for success is a score of 3 or higher on rubric.Sample:All students will be assessed  | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
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|  Students will demonstrate their knowledge of interrelated market forces and other factors that influence problems related to urban communities, such public safety,healthcare, economic opportunity, community development, security, infrastructure, housing, and education*.*  |

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| **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. Discussion Questions

*Historically, some make the claim that land-usepattern changes were the result of changes intransportation. An example of this was thatsuburbanization was the result of the introduction ofthe automobile. Others claim that suburbanization isa result of real estate and the free market of land.Briefly explain which you agree with and why?*

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| 2.Quizzes3.Urban Theme Paper*Students are required to select a topic (Climate change,* *energy, gender, housing, mobility, migration, etc.) and* *write a paper on the challenges associated with such* *and possible solutions to overcome those challenges,* *and how it relates to readings/lectures.* |
| Evaluation Process:

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| 1.Discussions Rubric scale 1-5.2.Quizzes Rubric Scale 1-10.3.Urban Theme Paper Rubric Scale 1-20. |

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Minimum Criteria for Success:1. Discussion: 3 or higher on rubric
2. Quizzes: 7 or higher on rubric
3. Urban Theme: 14 or higher on rubric

Sample: All students will be assessed | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will articulate the multiple stakeholder perspectives involved in addressing the challenges associated with regulating urban development, such as immigration, land use, and transportation in the urban setting, as well as the relationship between policy decisions and outcomes.  |
| **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:Assessment Activity/Artifact:1. Civic Engagement Assignment *Students attend a public meeting to learn more about local government and problem solving. Additionally, they are asked to write a paper on how local government issues relate to readings/lectures and from a global perspective. Interconnectedness and global awareness is addressed in this assignment.*

Evaluation Process:1. Rubric, scale of 1-10.

Minimum Criteria for Success:1. Score of 7 or higher on rubric

Sample:All students will be assessed | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will propose solutions to problems related to urban communities taking into account the contemporary debate over development and the full range of perspectives involved in the issue. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |