| **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:   * *Essay:* Analyze the Role Communication, Leadership, Conflict Resolution, Culture & the Ability to adapt to Change Plays in the Success of an Interculturally Diverse Team: When You See Things One Way & Others Perceive it Differently. How to not let cultural assumptions and perceptions interfere with the communication process of building successful international disaster response teams.   Evaluation Process:  A 15 point rubric will be used to compare the 5 concepts (Communication, Leadership, Conflict Resolution, Culture, and Adaptation to Change) across three different cultures.  Minimum Criteria for Success:  A minimum score of 10 is required for success  Sample: The entire class | *To be entered after each time course is taught* |
| Course Learning Outcome |
| Students will be able to describe the role communication and cultures plays in building successful international disaster response teams. This awareness of the influence culture has on communication and leadership styles will lead to more effective teams. By knowing the cultural differences that dominate team roles allows for a greater understanding of those roles. |
| **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:  *Essay:* Describe how the Value of Integrity, Ethics, Character, Humility & Personal Values Across the Globe Differs from Culture to Culture in Terms of Leadership style. One’s communication and leadership style are learned (either consciously or unconsciously) by being part of a specific culture. By comparing the leadership qualities above, students will examine the cultural nuances impacting the leadership styles (and the corresponding effectiveness those styles have on the respective teams) of various disaster management rescue teams. During an international deployment numerous countries pull resources to form various teams so it is not uncommon to have a team leader from a country in which the member is not familiar with or a leader to have members on his/her team who have different perspectives on the leadership qualities above. This essay/paper will explore how culture, leadership and communication are intertwined in how one leads and how one follows.  Evaluation Process: A 15 point rubric will be used to compare the 5 characteristics (Integrity, Ethics, Character, Humility, and Personal Values) across three different cultures.  Minimum Criteria for Success:  A minimum score of 10 is required for success  Sample: The entire class | *To be entered after each time course is taught* |
| Course Learning Outcome |
| * Students will be able to describe the characteristics of effective leadership and conflict resolution as seen through the lens of international cultures: i.e. Asia, Middle Eastern, Africa, South America and/or Europe. |
| **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:  Research Paper analyzing the communication and leadership styles of an actual event to evaluate what worked and what did not work (in terms of messaging and problem solving) during the recovery phase of an international disaster.  Evaluation Process:  A 20 point rubric will be used to compare the 2 concepts (Communication/Messaging and Leadership/Problem Solving) to two variables (what worked well and what did not work well).  Minimum Criteria for Success:  A minimum score of 15 is required for success  Sample: The entire class | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to summarize the importance of being able to adapt to, prepare for and lead change based on one’s cultural perspective and awareness of other perspectives to solve problems that will save lives and property during disaster recovery. By analyzing After-Action reports written by the Office of US Foreign Disaster Assistance related to international disaster, individuals will evaluate what took place in terms of communication and leadership and analyze how both could have been improved upon to foster a better international team willing to work together to help victims recovery from a disaster and provide their opinion if they could take those steps (tin communication and leadership) themselves to inspire a diverse team of first responders. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |