| **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:  Readings Quizzes or In-Class Activities  Evaluation Process: Students will be tested on readings for each module with a quiz or in-class activity, (i.e., Think-Pair-Share or Trading Cards).  Minimum Criteria for Success:  90 out of 120 possible points  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate anunderstanding of the interrelatedness of poverty, income inequality, and sustainable urban development across local and global systems. |
| **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:  Making Sense of Numbers Group Exercises  Evaluation Process: Small student groups will download, analyze, and present data. Using Excel and PowerPoint (or some other presentation program), students will collaboratively create mini-presentations in class to illustrate their understanding of problems related to urban resilience and climate change.  Minimum Criteria for Success:  90 out of 120 possible points  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Through research and multi-perspective analyses using a variety of data sources, students will analyze complex urban policy problems associated with urban poverty, inequality, and development. |
| **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:  Final Policy Exercise  Evaluation Process: This exercise requires students to write a well-researched, properly cited, 2–3-page policy memo that utilizes a variety of the techniques learned in the course to analyze a policy problem and present possible equitable solutions to the class.  Minimum Criteria for Success:  75 out of 100 possible points  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate a willingness to engage in local, global, and intercultural problem solving by creating and presenting policy proposals to assist public-service organizations that address the challenges of urban poverty and income inequality. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |