| **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:Embedded Test QuestionsExample: Hadith is to Quran what this is to TorahA. New TestamentB. ProphetsC. Mishnah D. WritingsEvaluation Process:Calculate percentage of correct answersMinimum Criteria for Success:Students will answer 6 out of 10 questions correctlySample:All students will be assessed | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to assess how global issues and trends are interrelated with the development and practice of religions |
| **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:Site Visit. Students will do field research by attending a religious service or ceremony outside their own tradition.Evaluation Process:Students will be evaluated using a rubric with a scale from 1-5.Minimum Criteria for Success:Students will score 3 or aboveSample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze topics in the field of religious studies from multiple perspectives. |
| **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:Think Pair Share or small group discussion of university common reading: “The Case for Contamination” by Kwame Anthony Appiah.Questions: What roles do religions play in Appiah’s analysis? How is your approach similar to or different from his?Students write a preliminary response of their own thoughts. After discussion, students reflect on how their views have changed or stayed the same.Evaluation Process:Students will be evaluated using a rubric with a scale from 1-5.Minimum Criteria for Success:Students will score 3 or aboveSample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate willingness to think creatively about religious issues in the contemporary world. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |