| **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 Questions  Example:  Hadith is to Quran what this is to Torah  A. New Testament  B. Prophets  C. Mishnah  D. Writings  Evaluation Process:  Calculate percentage of correct answers  Minimum Criteria for Success:  Students will answer 6 out of 10 questions correctly  Sample:  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 above  Sample:  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 above  Sample:  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* | | |