| **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:** Students will generate research questions based on a discussion of four of the topics listed above in relation to these topics in other parts of the world. For example women executives in Latin America will be compared to women executives in the USA, Europe and Asia, ecological tourism in Latin America will be compared to ecological tourism in China, doing business in Latin America will be compared to doing business in the USA and Europe and Chinese business in Latin America will be compared to Chinese business in Europe and the USA.  **Evaluation Process:** Essays will be evaluated by the instructor using a rubric. Students will be required to demonstrate awareness of the possibility of the existence of: other ways that women executives are selected and behave in other parts of the world besides Latin America (e.g. Do they have to adopt certain behavior patterns? Are they evaluated on their looks as well as how well they manage a company?); how ecological tourism differs among Europe, Latin America, China, and the USA (e.g. Is ecological tourism a contradiction in a country such as China where ecological matters are not as important as in Europe? How is ecological tourism evaluated in countries such Spain whose main source of ecological tourists is Germany where different values exist? How prevalent is the Green philosophy in ecological tourism in Latin America?)  **Minimum Criteria for Success:** 80% of students will score 75/100 (C average) or better on take-home question; no student will score less than 60/100 (D- average).  **Sample:** All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze the interconnections between historical events, political regimes, and linguistic changes that led to the development of a particular business culture in Latin America. |
| **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: Essays will be written discussing the relationship between four of the seven topics covered in this course, such as: doing business in Latin America, women executives in Latin America, Chinese business in Latin America, ecological tourism and these same events in other parts of the world. The discussion section of the course, which will be taught totally online, will also be used to stimulate discussions about globalization.    Evaluation Process: Evaluate if students can (1) identify perspective (knowledge), (2) subtle perspective (analysis), and (3) problem solve (synthesis) in the essays read and films watched in the course.  Minimum Criteria for Success: All students will be able to identify global perspective; 75% of students will show the ability for subtle perspective; 75% of students will show an aptitude for problem solving during the discussion.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze a complicated multicultural situation that is taking place in Latin America and relate it to events taking place in other parts of the world. |
| **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:  Written reflections before and after reading essays and watching movies about the difference between women executives in Latin America and the USA, discussion after reading materials on Chinese doing business in Latin America and Europe, and discussion after reading materials on ecological tourism in Latin America and Europe.  Evaluation Process: The written reflections will be evaluated using a rubric. Students will be asked to prepare a convincing argument for example as to the existence between cultural differences found in how Chinese do business in Latin America versus how they do business in Europe and in Africa, how business culture for Chinese businessmen in Latin America differs from that of American businessmen in Latin America, etc.  Minimum Criteria for Success: 80% of students will score 75/100 (C average) or better on the second written reflection; no student will score less than 60/100 (D- average).  Sample: All studentswill be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate openness (and an ability to convince others to be open) to cultural differences found between aspects of contemporary Latin American business culture and similar aspects of business culture in other parts of the world. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |