| **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:  Weekly Reflection Quizzes and Essays on topics studied in the course. Students must read and understand all assigned work and will be able to explain their understanding on how gender is a social construct and an institution that is tied to larger social phenomena, power relations, and local and global inequalities, ranging from economics, politics, religion, education, globalization, etc.  Evaluation Process:  Students will address quiz questions and submit their reflections essays through Canvas. The reflection essays would be evaluated based on fidelity, comprehension of assigned material, accuracy, substantiation/explanation, analysis, and reflections.  Minimum Criteria for Success:  Students should score 70 or above out of 100 points.  Sample: All students are assessed. | *To be entered after each course is taught* |
| **Course Learning Outcome** |
| Students will be able to increase their understanding and awareness of how gender, as a major organizing aspect of society, arises out of everyday interactions and shapes and is shaped by larger social institutions, such as education, work, the family, media and religion by thinking these through the interrelatedness of local, global, international, and intercultural issues, trends and systems |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each 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:  Two assigned research projects require students to analyze a social problem that is tied to gender inequality through employing the concepts and different perspectives learned in class. Students should employ a multi-perspective analysis on the chosen problem by using their knowledge on their understanding of gender as a major organizing aspect of society and the way gender stereotypes and hierarchies are reinforced and reproduced through larger social institutions and structures both in local ang global scales. Students should employ critical thinking skills to analyze the chosen problem by connecting it to larger social structures and global power relations.  Evaluation Process:  The research projects will be evaluated based on fidelity to instructions, comprehension of assigned material, writing quality, accuracy, substantiation/explanation, analysis, the employment of critical perspective, and reflections.  Minimum Criteria for Success:  Student should receive 70 or above out of 100.  Sample: All students will be assessed. | *To be entered after each course is taught* |
| **Course Learning Outcome** |
| Students will be able to develop the ability to see and analyze gender as a major organizing aspect of society and the way gender stereotypes and hierarchies are reinforced and reproduced through larger social institutions and structures by employing a multiple-perspectives analysis that reflect the interrelatedness of local and global issues and trends. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each 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:  Weekly team activities and discussions would require students to work as a team to address a social issue related to gender by using their knowledge on the relationship between gender, culture, and society in general and their understanding of gender as a social construct and a social institution that creates and further inequalities in particular. First, students will work together as a team to address the problem and engage in local, global, international, and intercultural problem solving. After each team discusses and submits their written team work, the teams will share their own ideas and solutions to the issue pertaining to gender inequalities and then the teams will engage in discussion to see how diverse the proposals across the teams.  Evaluation Process:  Students will be first evaluated on their written team work. In addition, they will also be assessed for their team presentation and engagement in the post-activity discussion.  Minimum Criteria for Success: Overall, they need to receive a grade of 70 or above out of 100.  Sample: All students will be assessed. | *To be entered after each course is taught* |
| **Course Learning Outcome** |
| Students will be able to engage in local to global inter-cultural problem solving by using their gained knowledge and perspective on the relationship between gender, culture, and society in general and their understanding of gender as a social construct and a social institution that creates and further inequalities in particular. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each course is taught* | | |