| **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:**  *Four Critical Response Papers:*  Students examine the effects of prejudice and discrimination with regard to race, class, gender, sexual orientation, religion and disability status. Artifact requires analysis of politics of location on an individual level as well as within the study of a local and global context.  *Evaluation Process*:  Scale of 100  *Minimum Criteria for Success*:  Score of 80 points or higher. 75% of students will achieve 80 out of 100 points on the rubric.  *Sample*: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate awareness of interrelated socio-cultural, historical, political and economic forces that shape the construction of difference in local and global cultures, and examine how cultural values shape and impact decisions and actions across the globe. |
| **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**:  *Final Class Paper*  Part of Active Learning Component; Students will conduct Individual Research in a global context and compare the results with Group Work findings from a local framework. (Student conclusions will result in in Written and Oral Artifact)  *Evaluation Process*:  Scale of 100  *Minimum Criteria for Success*:  Score of 80 points or higher. 75% of students will achieve 80 out of 100 points on the rubric.  *Sample*: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze how a form of privilege/inequality (e.g. ableism, racism, sexism, classism) prevails globally, internationally, or interculturally, and manifests in diverse locales including institutions, organizations, and policies across 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:**  *Active Learning Component:* Group Work resulting in Research Report (in form of blog entry; video; journal article; document; etc) At the end of the term, students will reflect on their learning process by evaluating in what ways they might effect change on an individual as well as local and global level (format: class blog).  *Evaluation Process*:  Scale of 100  *Minimum Criteria for Success*:  Score of 80 points or higher. 75% of students will achieve 80 out of 100 points on the rubric.  *Sample*:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate acceptance of shared responsibility for respecting cultural difference, as well as engaging in solving local, global and intercultural experiences of inequalities whether in terms of race, class, gender, sexual orientation, religion or disability status. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |