| **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:  Initial and Final Essential Questions Assessments. The assessments will be completed during class and posted to Canvas discussion board.  Evaluation Process: Students can define and explain the concepts of race, gender, and class and distinguish the cultural distinction in communication and how exploitative examples are reproduced.  Minimum Criteria for Success: 85% or more participation. 75% or more students receive a 3 or better on the 5-point rubric.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Identify the interrelated nuances of global and international cultural significations and exploitations of racial, gendered, and classist difference. |
| **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: Autoethnographic Diary Entries  Evaluation Process:  Students are able to produce a centered perspective to how their communication experiences have been racialized, gendered, or classed.  Submit 6 entries on canvas discussion board.  Minimum Criteria for Success:  85% or more participation. At least 85% of students complete 4 out of 6 entries earning 4 or better on a 5-point rubric.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Interact and interchange examinations beyond their own understandings and experiences of race, gender, and class to develop multi-perspective understandings. |
| **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:  Op-Ed  Evaluation Process:  Write an opinion editorial (op-ed) to be submitted to an outlet. Personal or explanatory essays, commentary on news events, reflections on cultural trends and more are all welcome.  Minimum Criteria for Success:  85% or more participation. At least 85% of students complete the assignment on first submission earning 15 or better on a 20-point rubric.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Apply critical analyses to global communication and show a willingness to engage in rectifying messages that misrepresent or recontextualize facts related to race, gender, and class. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |