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<tbody>
<tr>
<td><strong>Global Awareness:</strong> Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</td>
<td>Assessment Activity/Artifact: Term papers will be submitted by each team of students examining the situation of women, in comparison to men's, in terms of the following issues: education, health, employment, marriage, divorce, family planning, and domestic violence. Since each team of students will be assigned</td>
<td>This is the third time that the modality of team work was introduced in the course. Students were free to choose the country they wanted to analyze as well as the partner to work with. There was a limit of two students per group. Individual work was performed for the first part of the course, (1) M2A1: capabilities</td>
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### Course Outcome Assessment for Global Learning Courses

**Faculty Name:** Irma Alonso  
**Course:** ECS 3021 Women, Culture and Economic Development  
**Academic Unit:** Economics  
**Degree Program:** B.A. Economics  
**Semester Assessed:** Spring 2014

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| Within the context of the Human Development Indicators, students will be able to demonstrate an understanding of the situation of women, in comparison to men, in selected countries, as they are affected by intercultural and global issues. | a different country to study, the discussion and interaction with other classmates will provide the global learning requirement.  
**Evaluation Process:**  
Grading rubrics will be utilized to grade both the paper submitted and the discussion.  
**Minimum Criteria for Success:**  
At least 75% of the grading criteria will be met.  
**Sample:**  
All students will be assessed. | approach, in which 77% of the students met the standards; and (2) M2A2: the system of national accounts, in which 70% of the students met the standards.  
The first group project (M2A3) consisted of a paper detailing how the selected country performed in terms of the human development indices as that country was compared to a similar country with the same level of human development or the same level of income. In this case, 67% of the students met the minimum criteria,  
The group projects continued for Module 3 in which the groups of students were expected to analyze the topics related to: education, health, employment, marriage, divorce, family planning, and domestic violence. This Module included 4 team research reports. Of the four research topics, in two of them more than 85% percent performed above minimum standards. In the other two cases, more than 75% of the students performed above minimum standards.  
The discussion of the research reports were done on an individual basis. On average we can report that more than 68% of the students attained at least 8 points of the total of 11 points that could be gained from the discussion with classmates.  
In terms of the Core Curriculum requirements, only one student failed to submit the report related to their independent activity. There
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### Use of Results for Improving Student Learning

The main concern relates to discussion directed at attaining global learning and awareness. The discussion was based on an individual contribution, while the research reports were based on team work. The discussion was divided into two parts (worth 11 points in total): one was a question to develop a mini-essay related to the topic under discussion (worth 5 points) in which the student was expected to compare their selected country with the ‘best’ country of all in accomplishing the selected topic (e.g.: education, health, etc.). The second part was a discussion of their essays with two classmates. In order to get the maximum points, the student had to provide additional bibliographical references (worth a total of 6 points). Almost the totality of the students attained the first part of the discussion activity (dedicated to global learning) but some neglected the second part of the discussion points.

This is the third semester that I introduce team projects and most of the times, the groups performed very well.

After trying team work for a third time, I think that this approach is appropriate for my course. The grade distribution reflects that 56.6 percent of my students received letter grades “A” and “B.”
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<td><strong>Global Perspective:</strong> Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.</td>
<td>Assessment Activity/Artifact: Term papers will be submitted by each team of students examining the situation of women in comparison to men’s, in terms of the following issues: education, health, employment, marriage, divorce, family planning, and domestic violence.</td>
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**Course Matrix**

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**Evaluation Process:**  
Grading rubrics will be utilized to grade both the paper submitted and the discussion.  
**Minimum Criteria for Success:**  
At least 75% of the grading criteria will be met.  
**Sample:**  
All students will be assessed. | of the course, (1) M2A1: capabilities approach, in which 77% of the students met the standards; and (2) M2A2: the system of national accounts, in which 70% of the students met the standards.  
The first group project (M2A3) consisted of a paper detailing how the selected country performed in terms of the human development indices as that country was compared to a similar country with the same level of human development or the same level of income. In this case, 67% of the students met the minimum criteria,  
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Use of Results for Improving Student Learning

Global Engage1ment: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.  
Assessment Activity/Artifact: Term papers will be submitted by each team of student examining the situation of women, in comparison to men’s, in terms of the following issues: education, health,  
This is the third time that the modality of team work was introduced in the course. Students were free to choose the country they wanted to analyze as well as the partner to work with. There was a limit of two students per group.
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<td>Individual work was performed for the first part of the course, (1) M2A1: capabilities approach, in which 77% of the students met the standards; and (2) M2A2: the system of national accounts, in which 70% of the students met the standards.</td>
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