

Millikin University
Student Learning in IN350 Global Issues Sequential Requirement (University Studies)
Assessment Report 2016-2017

by Dr. Carmella Braniger, IN350 Global Issues Coordinator

Assessment Team:

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In Brief

Global Issues is the final of six courses in the sequential component of University Studies. Students entering as freshmen typically take the Global Issues course in their junior year. IN350 Global Issues courses explore topics of global importance and build on the skills (writing, reflection, and ethical reasoning) students have developed in previous sequential university studies courses (i.e., IN140, IN150, IN151, IN250, and IN251).

Global Issues course offerings in the academic year 2016-2017 provided a broad range of choices for students. Faculty from a variety of disciplines offered courses as diverse as Environmental Sociology; Global Politics and Society; Global Nutrition; Global Healthcare; and Global Environmentalism. Many sections were offered on campus, and some offered travel experiences to international destinations such as Europe and the Dominican Republic.

In an effort to integrate PACE more fully into the university, Dean Randy Brooks ended the scheduling of PACE only courses, particularly in the University Studies Program, and he implemented integrated Traditional and PACE/accelerated cross listed courses into the curriculum. Therefore, we no longer have stand alone PACE courses. Instead, IN350 is offered to all students through the Traditional program. Many of our evening offerings serve the accelerated program, and are scheduled to meet their needs, but also include a cross list for Traditional students to take the course, as well. This approach works well in the University Studies program where we seek integrated and interdisciplinary approaches to learning.

The overall assessment of student learning in IN350 for 2016-2017 shows students performing at levels of adequate and excellence. For the first time in several years, writing received a yellow performance indicator and ethical reasoning also dropped down slightly to a yellow indicator, while maintaining a steady trend line across years. Reflection on democratic citizenship show improved scores, achieving an advanced green performance indicator. This was a goal for focus this past academic year and efforts to improve on this goal are reflected in student artifacts.

Many factors play into any one year's assessment of student learning. This year we had several full time faculty new to Millikin teaching multiple sections of IN350. As these faculty become more accustomed to the learning outcomes of the course and the teaching environment of Millikin, they will certainly be able to modify their course assignments to better meet the learning outcome goals of the course. In addition, clearly identifying for students appropriate assignment constructions and instructions for which artifacts meet which goals will help improve the quality of submissions for each goal.

Monitoring the double-dip rule: Since the double-dip rule was put into effect, several faculty have asked that their majors courses be approved for delivery of IN350 goals. These requests continued this year, often at the prompting of the registrar's office. Many of these classes have prerequisites that prevent non-majors from taking the courses. Not only are non-majors excluded from the opportunity to study in a field outside their discipline, but the majors taking the class for IN350 credit are also missing out on the intent and purpose of the University Studies program, which is to provide breadth in student exposure to a variety of inquiry methods. University Studies courses are meant to complement learning in the major, not be replaced by it. The University Studies Coordinators do not support the use of the IN double-dipping rule to inhibit student exposure to ways of knowing outside their chosen field of study. We encourage faculty and administrators to limit the number of University Studies courses students take within their major. We also request that any major offering a cross listed IN350 include at least 5 (preferably 10-15) seats on the IN350 side of the cross list.

As a part of ongoing university-wide programmatic review, the University Studies program engaged in a self-study during the 2015-2016 academic year, resulting in an external review of the program. This review was timely, as the program continues to receive internal criticism for its size and scope. The self-study and review provided an opportunity for the University Studies program to seek external validation for its innovative and progressive approach to general education curriculum, which it received through the review process. We will continue to build on the strengths of the program work on areas of weakness noticed.

In the following report, valuable data from the IN350 learning environment will be analyzed to improve the continued implementation and assessment practices for this University Studies requirement.

Learning Goals

The academic bulletin course description for IN350 courses for 2016-2017 is as follows:

Global Issues courses, taken during the junior year, explore a topic of global importance. Students will continue to develop their understanding of democratic citizenship with an intense focus on a particular issue of global importance and associated ethical and social justice issues. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, music, artifacts, etc.).

IN350 Learning Outcome Goals are as follows:

The student will be able to:

1. Analyze a topic of global importance through the use of discipline-appropriate sources.
2. Use ethical reasoning to make a judgment about some aspect of a global issue.
3. Reflect on her/his responsibilities as a democratic citizen in a global environment.

By heightening students' sense global awareness, achievement of IN350 learning outcomes facilitates advancement of the university mission to prepare students for professional success, democratic citizenship in a global environment, and a personal life of meaning and value. Learning in IN350 complements learning in the major to achieve the university mission. IN350 is also the capstone for delivering the three learning threads of University Studies: ethical reasoning, writing, and reflection.

Snapshot

Enrollment, Sections, & Average Class Size Data 2016-2017

	Enrollment	Sections	Average Class Size
Summer 2016	37	9	4.1
Fall 2016 (Traditional/Accelerated)	275	20	13.75
January Immersion 2017	34	4	8.5
Spring 2017 (Traditional/Accelerated)	224	16	14
Total 2016-2017	570	49	10

The total number of sections offered in the year 2016-2017 was 49. 570 students were enrolled this year. The average class size was 10. The low number of students taking Immersion courses in the Summer and January impact this class size. The average class size for the traditional semester is 13.9. The number of students enrolled is down this year due to smaller classes matriculating.

Comparison enrollment data 2011-2017

Semester	Enrollment
Fall 2016	275
Fall 2015	343
Fall 2014	514
Fall 2013	403
Fall 2012	536
Fall 2011	339
Spring 2017	224
Spring 2016	319
Spring 2015	375
Spring 2014	344
Spring 2013	484
Spring 2012	308

Year	Enrollment	# Sections	Average Class Size
2011-2012¹	647	36	18
2012-2013²	1020	57	18
2013-2014	747	55	13.5
2014-2015	889	55	16
2015-2016	662	60	11
2016-2017	570	49	10

The Learning Story

IN350 has been a part of the University Studies curriculum since Millikin's general education reforms in 1995. The focus of Global Issues courses is to guide students in thinking beyond the local and national environment to explore a topic of global importance. The diversity of courses offered throughout the year presents opportunities for students to view the world from a different perspective and consider issues from a different cultural viewpoint. The skills that students learn in the IN350 Global Issues courses and the understanding from a different perspective of important topics affecting our world helps students achieve the university mission.

The most recent and relevant revision to this piece of the MPSSL puzzle is The Nyberg Summer Seminar Project 2008. This summer Nyberg report developed three learning threads that were identified in the 2007 Nyberg report for focus in the sequential elements of the University Studies program: reflection, writing, and ethical reasoning. These three threads are evident in the IN350 student learning goals and are integrated in each of the IN350 courses. The courses are designed to be writing intensive, which means students are expected to critically analyze a topic of global importance through substantive research that includes primary sources resulting in a research essay with multiple drafts and guided revision. Students apply ethical reasoning to make a judgment on global issues and reflect on their responsibilities as a democratic citizen in a global environment.

2012-2013 was the first academic year for implementation of the new IN350 Global Issues learning goals that were approved by the Council on Curriculum on 1 February 2012. These new goals refined the language of the threads and integrated that language into the student learning outcome goals for the University Studies sequential requirement. Each new student learning outcome goal works to deliver one of the three learning threads. This year, implementation and assessment of the new learning goals continues. Several years out, now, from the changes, we have begun to collect and analyze trends in our assessment data.

Assessment Methods

The assessment of learning goals should accurately reflect student learning in IN350 courses in ways that foster innovative, creative teaching-learning strategies that are stimulating and challenging to students and faculty alike. Each annual review of IN350 student artifacts should utilize a goals-focused rubric approved by the IN350 Assessment Team to determine achievement of the IN350 learning goals for each academic year.

All faculty teaching an IN350 designated course are asked to instruct students to submit artifacts and assignments that are to be used to assess achievement of the three IN350 learning goals. Faculty assist in the assessment process by encouraging submission of student artifacts. Artifacts from traditional/accelerated and Immersion courses are submitted and assessed. All artifacts submitted and reviewed are provided as electronic versions via the established Moodle course management site. Students upload artifacts to Moodle folders set up for each learning goal (Global Issues/Writing; Ethical Reasoning; Democratic Citizenship). Instructions on uploading artifacts are provided to all faculty for distribution to students through the established Moodle course management site.

The IN350 Assessment Team for 2016-2017 was made up of the IN Coordinator Dr. Carmella Braniger (English), Dr. Ken Laundra (Sociology), and Dr. Jennifer Schroeder (Biology). Dr. Laundra assessed artifacts for goal 2 (ethical reasoning), Dr. Schroeder assessed artifacts for goal 3 (democratic citizenship), and Dr. Braniger assessed artifacts for goal 1 (writing).

¹ Data for this year's report does not include Immersion courses. It does include PACE courses.

² Data for this year's report does not include Immersion courses. It does include PACE courses.

The 2016-17 IN350 Assessment Team normed three artifacts—one for each goal criteria. The coordinator selected sample artifacts from each section of IN350, for norming, and made these available to team members, along with last year’s report. The 2013-2014 IN350 Assessment Rubric was reviewed by the Assessment Team. After discussion, the assessment team members decided to use the same assessment tool as last year for consistency. We agreed to continue discussing changes to the rubric, based on feedback received from the external program review conducted in 2015-2016.

Samples were randomly selected from the submitted artifacts, compiled digitally, and divided among the team members for assessment. 10% of artifacts submitted were pulled.

In 2010-2011, the assessment team set benchmarks for a rating of green, yellow, and red, applying the rubric with a maximum score of 5.0. Use of these benchmarks has continued and will continue for consistency and trend analysis.

A mean score of 3.5—5.0 is considered meeting expectations and would be awarded the green designation indicating excellence; a mean score of 2.0—3.4 would be designated yellow or adequate; and a mean score of 1.9 or below would be designated as red or nominal.

Artifacts for each learning thread are randomly selected from across all sections of IN350 taught during the academic year. Artifacts reviewed represent a 10% pool of artifacts for 2016-2017:

34 artifacts were assessed on the writing learning goal: “The student will analyze a topic of global importance through the use of discipline-appropriate sources.”

33 artifacts were assessed on the ethical reasoning learning goal: “The student will be able to use ethical reasoning to make a judgment about some aspect of a global issue.”

34 artifacts were assessed on the reflection on democratic citizenship goal: “The student will reflect on her/his responsibilities as a democratic citizen in a global environment.”

Each artifact for each thread was assessed and assigned a total rubric score of between 1 and 5. On the basis of its total score, each artifact was tagged as falling into one of three categories:

Nominal (Red—Stop)	Adequate(Yellow—Caution)	Excellent (Green—Go)
1.9 and below	2.0-3.4	3.5-5.0

Artifacts were assessed by individual team members and results returned to the coordinator for analysis. The coordinator analyzed assessed artifacts and produced the assessment report. Electronic copies of the artifacts are saved and in the possession of the faculty coordinator of IN350, Dr. Braniger.

Assessment Data

The following table presents the assessment results for the past three academic years and measures the new learning goals approved in 2012.

2012-2017 Assessment Results

IN350 Learning Goal	2012-2013 Mean Rating	2013-2014 Mean Rating	2014-2015 Mean Rating	2015-16 Mean Rating	2016-17 Mean Rating	Five-Year Average Mean Rating 2012-2015
1. Analyze a topic of global Importance (writing)	3.9 Green	3.5 Green	3.7 Green	4.0 Green	2.9 Yellow	3.6 Green
2. Use ethical reasoning to make judgment about global issue	3.7 Green	3.1 Yellow	4.0 Green	3.9 Green	3.2 Yellow	3.58 Green
3. Reflect on your responsibilities as democratic citizen in global environment	3.7 Green	2.4 Yellow	4.2 Green	3.1 Yellow	3.7 Green	3.42 Yellow

Ethical Reasoning

The following table identifies the number of ethical reasoning artifacts falling into each of the three major signal-rating categories:

Nominal (Red—Stop)	Adequate (Yellow—Caution)	Excellent (Green—Go)
6 (18%)	9 (27%)	18 (55%)

The data show that 82% of students demonstrated at least adequate if not excellent ethical reasoning skills. At the same time, 18% of students demonstrated only nominal ethical reasoning skills.

In the past, assignment construction was identified as an area for attention in faculty development. Most, if not all, of the artifacts assessed as nominal the past few years were classified in that way because the writing simply did not engage in ethical reasoning. This was at least partially due to the type of prompt or assignment that was constructed. While we addressed this issue through faculty development and showed improvements in student outcomes in last year's assessment of ethical reasoning in IN350, this year we notice a decline in adequate and excellent scores due, in part, to several new faculty to Millikin teaching multiple sections of these courses. Assimilating to a new university and teaching cross listed courses for the first time can be daunting. These faculty are still making adjustments to their course delivery to accommodate the unique goals of the University Studies Program. In addition, we discovered that many of the artifacts submitted this year seemed to be submitted to the wrong corresponding goal, as many of these artifacts contained no real address of ethical reasoning, which immediately put them in the nominal category. Continued attention to assignment construction, more intimate mentoring of new faculty to the program, and clear instructions for students submitting artifacts could potentially improve the learning outcomes for this goal.

Writing

The following table identifies the number of writing artifacts falling into each of the three major signal-rating categories:

Nominal (Red—Stop)	Adequate (Yellow—Caution)	Excellent (Green—Go)
6 (18%)	15 (44%)	13 (38%)

The data show that over 38% of students demonstrated excellent writing skills. 44% of students demonstrated adequate writing skills. Six artifacts were assessed as nominal. Overall, scores are lower on writing this year, with a majority of artifacts falling into the adequate category. Many of these artifacts this year did not directly address the criteria clearly established in the rubric, including the need to address an issue of global importance using discipline-appropriate sources. We have several new faculty to Millikin teaching these courses. They are still making adjustments to their course delivery to accommodate this learning goal. In addition, we discovered that many of the artifacts submitted this year seemed to be submitted to the wrong corresponding goal, as many of these artifacts contained no real focus on a global issue and minimal use of discipline appropriate sources. In fact, many of the artifacts submitted for this goal seemed to be more reflective in nature and better suited for submission for goal 3. Continued attention to assignment construction, more intimate mentoring of new faculty to the program, and clear instructions for students submitting artifacts could potentially improve the learning outcomes for this goal.

Reflection on Democratic Citizenship

The following table identifies the number of reflection artifacts falling into each of the three major signal-rating categories:

Nominal (Red—Stop)	Adequate (Yellow—Caution)	Excellent (Green—Go)
2 (6%)	9 (26%)	23 (68%)

The data show that 94% of students sampled demonstrated at least adequate or excellent reflection skills for this learning outcome. In the past, reflection artifacts needed work on two areas: **knowledge** of public affairs and **analysis** of news and information. We made improvements last year, due to improved assignment prompts. This year, student performance has show growth in these two areas under democratic citizenship and reflection. As faculty have become more expert at designing effective prompts for such reflection, student performance reflects such improvement.

In general, the IN350 instructors are making a solid effort to meet the requirements with assignments that specifically task students to address the learning goals.

Bringing attention to assignment construction through faculty development and workshops, we can continue to improve the delivery of our university-wide learning goals. We are starting to see consistent student performance across the three threads of the program. While we are seeing a dip in writing and ethical reasoning, reflection is high this year. Still none of the goals dip below adequate performance, or a yellow indicator.

Any improvements we see are a direct result of faculty's deliberate and consistent efforts to make innovations in pedagogy in order to integrate these critical skills into the Millikin general education classroom. Any improvements to come can evolve through faculty workshops and one-on-one faculty mentoring.

Analysis of Assessment Results

Excellence/Adequate in all learning goals in overall assessment results

In examining the success of meeting IN350 Global Issues learning goals for the entire 2016-2017 academic year, the data indicate a dip in performance in writing, a fairly consistent performance in ethical reasoning, and a slight increase in performance on reflection. 2016-2017 shows a yellow indicator for two of the three goals and learning threads, and a green indicator for the third goal, indicating that faculty are delivering the learning outcome goals of the program.

Overall, with a few variances, there is consistency in the average scores of assessed artifacts in all areas. While scores for writing artifacts dipped into the yellow this year, we can anticipate recovering those scores as we continue to mentor new faculty teaching the course. Ethical reasoning, a relatively new skill for IN350, maintained consistency in means score. And we showed improvement on one of the weaker goals, democratic citizenship, which is an area we have been working to improve over the past several years.

Learning Goal#1 shows adequate performance

Students are performing adequately in their written analysis of global issues in IN350 courses. In 2010-2011 and 2011-2012, students were adequately meeting expectations in learning goal 1, but not at the level of excellence. In the years 2012-2016, students demonstrated excellence in meeting learning goal #1, showing improvement from the previous years. The dip in this year's performance can be attributed to the number of new full time faculty teaching, as well as, perhaps some assignment construction and student artifact submission instruction.

Student artifacts this year showed a decline in the use of substantive analysis. Student research papers were less fleshed out by analysis and discussion. Written analysis of global issues showed a lack of focus on a global issue. Indeed, many of them appeared to be reflections on local service learning engagements. Three of the common issues with this learning goal were as follows:

- a. The writing intensive purpose of IN350 requires some emphasis in some cases.
- b. Focus on a global issue of significance needs to be tightened.
- c. Students often do not provide references and citations for their claims.

Ethical Reasoning: remain consistent

In 2011-2012, an ethical focus was not a learning goal in its own right. Instead, ethical issues were integrated into the written analysis learning goal and appeared in goal #2 to some degree. In 2012-2013, ethical reasoning became learning goal #2 in itself.

Unsurprisingly, the data from previous years has shown additional room for improvement in students' ability to engage in ethical reasoning to make a judgment about a global issue. The overall results for the years leading up to this one have been adequate. However, both 2014-2015, as well as 2015-2016, showed marked improvement in student learning for ethical reasoning in IN350. This year, over 82% of students randomly sampled were clearly engaging in ethical reasoning at adequate and advanced levels. While the percentage has decreased by 8%, perhaps due to new instructors becoming familiar with the goal, we are still at an excellent rating for this learning outcome goal.

It was noted in previous reports that “students would benefit from further clarity on a) the construction of an argument and counter-arguments, and b) on the need to make a judgment.” This is still true for the most part. Faculty coordinators should continue to spend time in meetings, one-on-ones, and workshops helping faculty to develop better assignments for guiding student engagement in ethical reasoning. A powerpoint presentation that provides a basic introduction to ethical reasoning has been widely circulated among IN350 instructors and uploaded to the Moodle site for University Studies resources. Faculty are taking this goal seriously, and, indeed, over 82% of students are engaging in ethical reasoning. Continued faculty development for faculty should further improve faculty instruction and student learning.

Democratic Citizenship: shows significant improvement

This year, we improved on our rating for goal #3. Strategies to improve student achievement of this learning goal were explored and implemented this year. According to last year’s report, reflection artifacts needed improvement in two areas: **knowledge** of public affairs and **analysis** of news and information. In previous reports, these two aspects of the goal were flagged for not being met. Continued development for faculty helped further improve faculty instruction and student learning outcome goals for democratic citizenship. When pedagogical emphasis shifts in complex courses like this, it is not unlikely to see improvement in one goal and decline in another. Added efforts to meet this learning outcome goal may have conflicted with faculty efforts to deliver writing intensive and ethical reasoning components. It is always a fine line to travel, and we look forward to continuing to guide faculty in the direction of excellence in all goals.

Recommendations for Improvement

1. Continue to **increase enrollment** and increase the number of students per section: The number of sections offered per semester dropped from last year with less students trafficking these sections in 2016-2017. PACE courses were integrated into the Traditional student schedule this year, so we did not have stand alone PACE offerings of IN350, but instead these sections were always cross listed with Traditional offerings. The IN350 Coordinator should continue to work with appropriate deans and faculty to better monitor and incentivize enrollment in Immersion and traditional IN350 courses.
2. Since the **double-dip rule** was put into effect, several faculty have asked that their majors courses be approved for delivery of IN350 goals. Many of these classes have pre-requisites that prevent non-majors from taking the courses. Not only are non-majors excluded from the opportunity to study in a field outside their discipline, but the majors taking the class for IN350 credit are also missing out on the intent and purpose of the University Studies program, which is to provide breadth in student exposure to a variety of inquiry methods. University Studies courses are meant to complement learning in the major, not be replaced by it. The University Studies Coordinators do not support the use of the IN double-dipping rule to inhibit student exposure to ways of knowing outside their chosen field of study. We encourage faculty and administrators to limit the number of University Studies courses students take outside their major. We also require any major offering an IN350 course that meets the goals to make available at least 5 seats (preferably 10-15) for the IN350 side of the cross list.

Example: To accommodate student scheduling in the music department, Joe Maston worked to integrate IN350 learning goals into his MH316 Introduction to Ethnomusicology course. This will allow students in the various music majors to receive their IN350 requirement through the double-dip rule. However, it sets a dangerous precedent for other programs that want to offer in house University Studies courses, but are unable or unwilling to accommodate non-majors in their classes. The purpose of University Studies is to broaden students’ exposure to various disciplines and ways of knowing. If students are taking their University Studies courses in their home program of study, they miss out on the main purpose for taking these classes: breadth of exposure. To this end, these MH courses are now crosslisted with at least 5 seats on the IN350 side. Future proposals for the double-dip rule should include how many seats will be crosslisted with IN350.

The new double-dip rule should continue to be reviewed by Coordinators to trouble-shoot areas that will need our attention. Courses in the majors meeting the IN350 requirements will be allowed to count toward the IN350 requirement. We should continue to monitor and record trends and discuss the impact of the implementation of the double-dip rule for meeting learning outcomes for IN350.

3. Showing improvement on goal 3, we now need to shift our attention to goals 1 & 2, in order to reestablish our trends of excellence in writing and ethical reasoning. Faculty workshops and continued mentoring with full time faculty new to Millikin will help us retain our previous progress on goals 1 & 2.

4. Continue maximizing use of the Moodle site for **student artifact collection**: The establishment of an electronic site for collection of student artifacts using the Moodle course management system has resulted in an increase of artifacts submitted for assessment. Timely communication with faculty as they are developing courses will encourage them to incorporate assessment practices into their courses and to guide and require students to upload artifacts to the proper Assessment folders. Faculty should be asked to ensure that students upload one artifact for each learning goal. Clear instructions for students on which artifacts to submit for each goal could also potentially improve the learning outcomes for this course.

5. **Faculty involvement**: For improved achievement of IN350 learning goals, faculty members teaching IN350 courses need to engage in dialogue to share ideas and have input into the assessment process. Through faculty development events, the University Studies program as a whole has elicited faculty voice: this practice should be continued and strengthened. Faculty can be invited to provide additional relevant resources and development activities for IN350 instructors.

6. **Performance Learning**: As the campus continues to engage in discussions of how we define performance learning, the University Studies program should seek ways to apply the language of performance learning to what we already do best in our classrooms. Coordinators should seek ways to define what and how we assess performance learning in the University Studies program.

To that end, IN350 Coordinator Dr. Carmella Braniger, with the support of other IN Coordinators and Department Chairs, applied for and received a Performance Learning Enhancement Grant to offer a performance-learning based section of IN350 in Summer 2016, Fall 2016, and Spring 2017. The course sought to work with students to publish critical stories about issues both personal and global. The first course during Summer 2016 yielded three student essays, which are under contract for publication with Sense Publishers and should be released in July or August of 2017.

7. **Program Review**: The University Studies team recommended that our program go under review during the 2015-2016 academic year. We sought the opinion of external agents to identify and recommend changes and innovations to our already strong program. The team wrote and submitted to internal and external constituents a report on the state of the program. The IN sequence received a favorable review, with helpful suggestions for improving our already extensive assessment processes.

As a part of communicating out the results of our assessment to external constituents, the annual IN350 Assessment Report is posted on the Millikin Assessment page and is available to all faculty members. Strategies to facilitate student learning and achievement of the IN350 learning goals will hopefully result in continued improved achievement of goals in the coming years.

Appendix A

Millikin University
University Studies

IN 350 Global Issues Assessment Rubric

IN 350 Global Issues Assessment Rubric 2013

Semester _____

Goal	Excellent (5 points)	Adequate (3 points)	Nominal (1 point)	Score
1. Analyze a topic of global importance through the use of discipline-appropriate sources.	<p>The student analyzes, rather than just summarizes, relevant evidence concerning a topic of global importance.</p> <p>The student demonstrates a consistent ability to use discipline-appropriate sources.</p> <p>The student makes few, if any, errors in documentation and/or grammar and mechanics.</p>	<p>The student has made an attempt to analyze, but in large part, merely summarizes the relevant evidence, concerning a topic of global importance.</p> <p>The student demonstrates an inconsistent ability to use discipline-appropriate sources.</p> <p>The student makes some errors in documentation and/or grammar and mechanics.</p>	<p>The student summarizes only, there is no attempt to analyze relevant evidence concerning a topic of global importance.</p> <p>The student demonstrates no attempt to use discipline-appropriate sources.</p> <p>The student makes many errors in documentation and/or grammar and mechanics.</p>	
2. Use ethical reasoning to make a judgment about some aspect of a global issue.	<p>The student demonstrates an excellent understanding of the ethical problem through a well-positioned argument.</p> <p>The student makes a clear ethical judgment about some aspect of a global issue.</p>	<p>The student demonstrates an adequate understanding of the ethical problem, while attempting to use an argument.</p> <p>The student makes an adequate attempt to make an ethical judgment about some aspect of a global issue.</p>	<p>The student demonstrates a nominal understanding of the ethical problem, with very little attempt to use an argument.</p> <p>The student makes little to no attempt to make an ethical judgement.</p>	

<p>3. Reflect on your responsibilities as a democratic citizen in a global environment.</p>	<p>The student demonstrates an excellent understanding of their responsibilities as democratic citizens in a global environment by reflecting on most of the following:</p> <p>knowledge about public affairs;</p> <p>analysis of news and information;</p> <p>analysis of public policies;</p> <p>evaluation of diverse opinions;</p> <p>understanding of community activism.</p>	<p>The student demonstrates an adequate understanding of their responsibilities as democratic citizens in a global environment by reflecting on some of the following:</p> <p>knowledge about public affairs;</p> <p>analysis of news and information;</p> <p>analysis of public policies;</p> <p>evaluation of diverse opinions;</p> <p>understanding of community activism.</p>	<p>The student demonstrates a nominal understanding of their responsibilities as democratic citizens in a global environment by reflecting on few, if any of the following:</p> <p>knowledge about public affairs;</p> <p>analysis of news and information;</p> <p>analysis of public policies;</p> <p>evaluation of diverse opinions;</p> <p>understanding of community activism.</p>	
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