

Millikin University
Student Learning in IN250 U.S. Studies

By the IN250 Self-Study Committee
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Executive Summary

In 1994, Millikin University began a series of studies to address concerns common to all institutions of higher learning in the late twentieth century, particularly in relation to an increasingly globalized world. While the concerns were national, Millikin's response was distinctive in that the faculty sought to develop a program of "an integrated education for students" (*New Program for Millikin Student Learning 2*). Specifically, Millikin faculty sought "to develop a program of liberal learning, one which no longer merely juxtapose[d] curricular elements, but which provide[d] the integration necessary for students to function successfully in a globally interdependent world" (*New Program 1*). In other words, rather than conceive of a program of merely discrete courses, Millikin faculty devised a set of "Common Threads" to lend unity and coherence to students' studies. The Millikin Program of Student Learning—the MPSL—was born.

The Common Threads included the following:

- Student learning goals in the areas of knowledge, skills, and values;
- Core questions, values, and means; and
- Required and optional proficiencies for all graduates.

All MPSL courses, from the first-year University Seminar to the Senior Capstone, were to address those questions. So, while the subject matter varied from course to course and from discipline to discipline, all of the courses engaged students with this consistent process of inquiry.

The faculty gave the Common Threads meaning by creating three questions that would guide not only course planning, but also student perceptions of this newly integrated curriculum:

- Who am I?
- How can I know?
- What should I do?

In articulating these questions, Millikin invited students to reflect on the meaning of their education. Explorations of identities, as well as of ways of knowing and acting in the world lent a Millikin education metacognitive and ethical purposes. These purposes were supported by synthesizing theory and practice, sharpening critical thinking, fostering a cast of mind receptive to making a difference in the world, and shaping understanding of the relationship of oneself to one's local and global communities.

The MPSL further articulated Millikin's mission by identifying key three areas in which a Millikin education would prepare students:

- Professional success;
- Democratic citizenship in a global environment; and
- A personal life of meaning and value.

The MPSL developed the following sequence of courses to meet these three university-wide learning goals

- IN140 University Seminar
- IN150 Critical Writing, Reading, and Researching I
- IN151 Critical Writing, Reading, and Researching II
- IN250 U.S. Studies
- IN350 Global Studies
- IN450 Capstone (later removed from the MPSL)

IN250 U.S. Studies was designed to be taken in the student's second year and to build on the writing, reading, and researching skills students learned in IN140 and IN150/151. The original course description read as follows:

Staffed by faculty across the University. Study of the diversity of cultures, institutions, and groups in the United States. Multiple perspectives developed by a faculty team, including some common texts and experiences. Second year.

In 2003, Millikin faculty devised a set of guidelines for U.S. Studies classes and recommended that faculty not only follow the guidelines in course development and pedagogy, but also more clearly communicate those goals to the students (see Appendix A).

In 2005, the guidelines were once again reviewed, and a new set of goals was articulated. The IN250 Committee reviewed IN250 syllabi dating back to 2003 (the year Millikin began saving syllabi electronically) and derived a new set of goals that more accurately reflected actual classroom practices.

The Committee determined that by the end of IN250 students will have

1. Read primary texts by and/or historical texts about some of the diverse cultures living in the United States;
2. Conducted research into cultural issues distinct to the discipline of the course;
3. Written polished essays that reflect critical analysis; and
4. Reflected on the uses of their deeper knowledge of cultures in the U.S. in their public and personal lives to better understand themselves, their communities, and the world.

Once these goals were arrived at inductively and approved by the Dean, they were forwarded to the faculty via an email dating 4/18/2006.

I. Goals

As part of Millikin University's participation in the NCA reaccreditation process, the IN250 Self-Study Committee reviewed course guidelines and syllabi and derived the following Student Learning Outcome Goals from actual classroom practices of faculty across the campus. The Committee determined that by the end of IN250/U.S. Studies, students will have

1. Read primary texts by and/or historical texts about some of the diverse cultures living in the United States;
2. Conducted research into cultural issues distinct to the discipline of the course;
3. Written polished essays that reflect critical analysis; and
4. Reflected on the uses of their deeper knowledge of cultures in the U.S. in their public and personal lives to better understand themselves, their communities, and the world.

IN250 is the middle-level course in the Millikin Program for Student Learning sequence, positioning students for success in more advanced coursework, as well as in deeper reflection upon their identities and ways of being and acting in the world. The MPSL prepares students in three areas:

- Professional success,
- Democratic citizenship in a global environment, and
- A personal life of meaning and value.

IN250 courses are expected to meet Millikin's second and third university-wide learning goals:

University Goal (2)—Millikin students will actively engage in the responsibilities of citizenship in their communities—is met by all four IN250 goals. Students in IN250 courses explore the experiences of multiple cultures living in the U.S. through reading, conducting research, writing essays, and reflection. This exposure inculcates in Millikin students a respect and

appreciation for differences among cultures and institutions; such knowledge forms the foundation for informed participation in a democracy.

University Goal (3)—Millikin students will discover and develop a personal life of meaning and value—is met by all four IN250 goals. By reflecting on what they learned through their reading, writing, and research, students in IN250 better understand themselves and their relationship to the world around them. Moreover, this understanding lays the groundwork for lifelong learning.

The IN250 Self-Study Committee assessed the effectiveness of IN250 courses meeting both their own goals and the MU goals by evaluating syllabi and samples of students' writing.

II. Snapshot

The University began formally keeping syllabi during the Fall 2003 semester. Since Fall 2003, 49 IN250 U.S. Studies courses have been taught by faculty across the disciplines: English, History, Political Science, Religion, Communications, Sociology, Modern Languages, and Theatre. (See Appendix B.) Beginning in the Fall 2004, regular IN250 courses were offered in the PACE program. The following is a breakdown of courses taught since Fall 2003 according to faculty discipline:

- 23 by English faculty—ten by full-time tenured or tenure-track; two by full-time contract faculty with terminal degree; nine by full-time contract faculty without terminal degree; one by part-time adjunct; one unknown, but probably full-time tenured or tenure-track.
- 8 by History faculty—two by full-time tenured or tenure-track; six by part-time adjunct.
- 8 by Political Science faculty—one by full-time tenured or tenure-track; six by part-time adjunct; one by staff.
- 5 by Religion faculty—two by full-time tenured or tenure-track; three by part-time adjunct.
- 2 by Communications faculty—one by full-time tenured or tenure-track; one by full-time contract faculty without terminal degree.
- 1 by Sociology faculty—full-time tenured or tenure-track.
- 1 by Modern Languages—full-time tenured or tenure-track.
- 1 by PACE/discipline unknown—part-time adjunct faculty.

Of these 49 courses, 8 were offered in the PACE program and taught by the following faculty:

- 4 in Political Science—one full-time tenured or tenure-track; three part-time adjunct/staff member.
- 1 in English—part-time adjunct faculty.
- 1 in History—full-time tenured or tenure-track.
- 1 on Staff.
- 1 discipline unknown.

Course offerings grew from one course in Fall 2003 to 15 in Spring 2006 (including 3 PACE); this number is not quite definitive, however, because 12 syllabi do not indicate the semester or year the course was offered. Moreover, it is assumed that, while some syllabi do not indicate the cross-listing for the IN250 courses, all of the IN250 courses taught have been cross-listed with a course offered in a particular major. Cross-listing departments include: English, History, Political Science, Religion, Communications, Sociology, Modern Languages; one College of Fine Arts cross-list—Theatre. Beginning in Fall 2004, regular IN250 courses have been offered in PACE.

Most courses, especially the offerings to traditional students, have been taught in Shilling Hall. PACE classes had been held primarily at the Millikin Institute on Wood Street, until the opening of ADM-Scovill Hall in Fall 2005.

III. The Learning Story

IN250 is the middle-level course in the Millikin Program for Student Learning Sequence, positioning students for success in more advanced coursework, as well as success in deeper reflection upon their identities and ways of being and acting in the world. Students in IN250 courses build on the skills they learned in IN150 and IN151, and they also prepare the groundwork for IN350, which focuses on cultures beyond the United States.

Reading and writing are the primary means by which students learn about the experiences of members of diverse cultures in the U.S. Many students also conduct research in order to develop a deeper, more specialized knowledge of these cultures. Some IN250 classes ask their students to keep reflective journals, in which students can explore their reactions to and new understanding of people who might be different from them. Finally, students also get exposure to the methods of the discipline in which their IN250 is taken.

IV. Assessment Methods

The IN250 Self-Study Committee collected syllabi from Fall 2003 to Spring 2006 and student artifacts from Spring 2006. Because the Student Learning Outcome Goals and assessment process were not communicated to faculty teaching IN250 courses until the Spring 2006 semester was already underway, the Committee decided to give instructors the option of asking their students to turn in one of two kinds of assignments: a less formal reflection/response piece or a more formal, polished essay. Most of the approximately 300 students enrolled in IN250 courses or their cross-listed counterparts submitted their work to the IN250 Assignment Repository in BlackBoard; other students' faculty members submitted student work in print copies. Anticipating that assignments would vary from course to course, the committee designed rubrics based on the IN250 program goals, rather than on the assignments themselves. The committee reviewed 20% of the total artifacts collected (38 out of 187); the sampling included 18 reflection/responses and 20 essays.

V. Assessment Data

IN250 goal one was assessed by reviewing reading assignments outlined in the syllabi.

IN250 goal two was assessed by reviewing the research assignments outlined in the syllabi; some of the research projects took the form of oral presentations, and so no written record exists.

IN250 goal three was assessed by reviewing the essays and scoring them according to the essay rubric (Appendix D).

IN250 goal four was assessed by reviewing the reflection/response pieces and scoring them according to the reflection/response rubric (Appendix E).

Artifacts were collected between April 9 and May 17, 2006.

VI. Analysis of Assessment Results

Artifact collection was not planned until Fall 2006, but the Committee decided to collect data in Spring 2006 anyway. By doing so, we have established a basis for comparison between IN250 effectiveness before the new goals were established and IN250 effectiveness after the new goals were established. If all IN250 faculty incorporate the Student Learning Outcome Goals into their syllabi and generate a database of assignments correlating to the Student Learning

Outcome Goals, then we can compare that data to the baseline data we gathered this spring. In this way, we can assess the effectiveness of the communication of Student Learning Outcome Goals to all IN250 faculty. (See Appendix C.)

Since faculty were not informed about the new goals and data collection before the semester began, we did not expect to collect a perfect match between artifacts and Student Learning Outcome Goals. Even accounting for this discrepancy, however, most faculty met most of the goals most of the time, with the exception of the Reflection/Response goal. Artifacts that received a “nominal” score did so because the assignment did not match any of the Student Learning Outcome Goals. Again, since faculty were not made aware of the Student Learning Outcome Goals until well into the semester, we do not interpret this to mean that that particular aspect of IN250 was ineffective, but, rather, that the faculty member had simply not planned the kind of assignment the Student Learning Outcome Goals called for.

In creating the new Student Learning Outcome Goals and communicating them to IN250 faculty, the Committee sought to strike a balance between academic freedom and prescribing assignments. The findings show that that essays were good assignments to collect to indicate more than superficial engagement with the text or issue at hand. Ideally, we would like all IN250 faculty to incorporate some kind of reflection piece, such as a double-entry reading journal (Section VII Initiatives and Improvement Plans). If Millikin does implement monthly meetings for IN250 faculty, we can increase the chances of faculty buy-in and smooth the transition to full commitment to Student Learning Outcome Goals and MPSL.

Course Goals and Content

The Spring 2006 IN250 courses met the following goals at these rates and with these Performance Indicators:

- reading 100%--excellent/green light—on the right track
- research 73.68%--adequate/yellow light—need to move more in this direction
- writing 86.84%--green light—on the right track
- reflection 47.36%--adequate—need to move in this direction

Performance Indicators—Spring 2006 Artifacts

	Excellent/Green Light	Adequate/Yellow Light	Nominal/Red Light
Goal 1: Reading	100%		
Goal 2: Researching		73.78%	
Goal 3: Writing	86.84%		
Goal 4: Reflection			47.36%

The Committee assigns an excellent/green light performance indicator to the areas of reading and writing. Clearly, all faculty value reading at a uniform rate; all of the IN250 students read engaging material, including both primary and secondary texts. Likewise, writing is valued highly among most Millikin faculty. While papers range from short reports or critical responses to fully-developed research essays, most IN250 faculty recognize the role of writing in enhancing students’ critical thinking and expressive skills. In sum, there is a clear correlation between the MPSL and course content.

The Committee assigns an adequate/yellow light performance indicator to research. While a significant majority of IN250 courses requires students to engage in research, more research can be done by students—especially if they are to build on the research skills they learned in IN151 and which they will need to use as they move further into advanced coursework.

The indicator of nominal/red light is given to reflection, but that is only because reflection was not explicitly called for in the 2004 Guidelines. Even so, the amount of reflection that faculty actually incorporated into their courses is commendable. The expectation is that, once all IN250 faculty are apprised of the reflection requirement in their courses, this score will be higher in future assessments. Furthermore, the new Student Learning Outcome Goals for IN250 represent a philosophical shift in U.S. Studies curricular development, away from

interdisciplinarity and toward a more intentional focus on student engagement with Millikin's second and third university-wide learning goals: democratic citizenship in a global environment and a personal life of meaning and value. It is believed that these two goals are achieved by, among other things, students reflecting on the relationship of themselves to the world around them.

Assignments

As with the course goals, IN250 assignments showed a higher success rate with essays than with reflection. Of the 20 essays the Committee assessed, only one failed to meet the goals of the assignment. Of the 18 reflection/responses evaluated, about half fully met the goals of the assignment, and the other half either failing to meet or only partially meeting the goals of the assignments.

The Committee developed two rubrics, one for the essay assignment (see Appendix D) and one for the reflection/response assignment (see Appendix E). The committee devised a weighted scale for each assignment goal, with the aggregates totaling as follows:

Essay Performance Indicators

- Excellent = 15-20 points
- Adequate = 8-14 points
- Nominal = 0-7 points

Reflection/Response Indicators

- Excellent = 11-15
- Adequate = 6-10
- Nominal = 0-5

Performance Indicators—Spring 2006 Artifacts

	Excellent/Green Light	Adequate/Yellow Light	Nominal/Red Light
Essays	9	10	1
Reflections/Responses	8	4	6

VII. Initiatives and Improvement Plans

The IN250 Self-Study Committee makes the following recommendations, not to standardize the curriculum, but chiefly to deliver on the promise of the MPSTL:

- Millikin should establish meetings or workshops at least once a semester for all IN250 faculty to discuss the MPSTL, the IN250 Student Learning Outcome Goals, assignments, pedagogies (cf CWRR monthly meetings, workshops). Millikin should especially reach out to adjuncts and bring them into the conversation.
- Millikin should communicate the Student Learning Outcome Goals clearly and consistently, especially to faculty proposing courses for the first time. The goal is to achieve a 100% commitment by faculty to the MPSTL.
- Millikin should list the new IN250 Student Learning Outcome Goals on its website and in the Bulletin.
- Faculty should communicate the IN250 Student Learning Outcome Goals to all students by including them on syllabi.
- Faculty should enhance students' research abilities/informed use of evidence.
- Faculty should enhance students' use of reflection.
- Faculty should indicate cross-listed courses on syllabi.
- Faculty should indicate semester and year on syllabi.
- Faculty should submit assignments to BlackBoard to enable more reliable assessment of artifacts.
- Faculty should ensure that all IN250 students submit relevant assignments to BlackBoard.
- The IN250 Self-Study Committee should revise the assessment rubrics and change them from three sections to four.

Appendix A
Guidelines for U.S. Studies Classes—2003

MPSL Statement of Course Goals:

US Studies. Staffed by faculty across the University. Study of diversity of cultures, institutions, and groups in the United States. Multiple perspectives developed by a faculty team, including some common texts and experiences.

Suggested elements of a US Studies course:

Knowledge Goals

1. The subject matter of the course should focus on the diversity of cultures, institutions, and/or groups of the United States.
2. The course should be interdisciplinary in terms of both materials covered and scholarly approaches to those materials.
3. An historical perspective on the issue selected should inform its contemporary understanding.

Skills Goals

The course should intentionally further students' abilities in:

1. speaking and writing,
2. critical thinking,
3. working collaboratively, taking initiative and demonstrating leadership, and understanding the motivations, intentions, and emotions of themselves and others,
4. moral and ethical reasoning.

Values Goals

The course should intentionally further students' values quest in respect for differences and human dignity.

Core Questions

Although the other core questions are certainly important, the key question that this course should be addressing is: Who am I? This question is central because we understand who we are in the context of the diversity of others.

Core Means

The course should:

1. incorporate the use of primary texts,
2. include a writing and library research component,
3. include pedagogies that emphasize active engagement with the course content on the part of the student.

Appendix B
IN250 Course History

Faculty categorized according to rank at time course was taught.

Date	Course title	Cross-listed department and course number	FT tenured or t-track, with terminal degree	FT contract faculty with terminal degree	FT contract faculty without terminal degree	PT adjunct faculty	Staff
F2003	Understanding the Bible	Religion 225				•	
S2004	American Literature in the 20 th C.	English 232	•				
	Media and Minorities in America	Communications 260, 360			•		
	Judeo-Christian Ethics	Religion 215	•				
F2004	Revolutionary Novels, Tales, Romances	Not indicated; taught by English faculty		•			
	Civil Rights, Vietnam, and Watergate	Not indicated; PO? (see F2005, and S2006)				•	
	Civil War in Memoir, Fiction, Film	Not indicated; taught by English faculty	•				
	History of US to 1865	History 203	•				
	Drama and the Representation of the US	Theatre 331				•	
	Intro to Comparative Religions	Religion 100	•				
	Cultural Immigration/ Ellis Island	PACE				•	

	Course title	Cross-listed department and course number	FT tenured or t-track, with terminal degree	FT contract faculty with terminal degree	FT contract faculty without terminal degree	PT adjunct faculty	Staff
	Reel Politics: America Goes to the Movies	PACE; Political Science faculty				•	•
	Reel Politics: America Goes to the Movies	PACE; Political Science faculty				•	•
S2005	Outlaw in American Lit. and Folklore			•			
	Modern Midwestern Literature	English 220	•				
F2005	Civil Rights, Vietnam, and Watergate	Political Science 260				•	
	World Religions in America	History 210				•	
	US to 1865	History 203				•	
	Traditions in African American Lit.	English 233	•				
	American Literature through Twain	English 231	•				
	American Multicultural Literature	English 234	•				
	Reel Politics: America Goes to the Movies	PACE; Political Science faculty				•	

Date	Course title	Cross-listed department and course number	FT tenured or t-track, with terminal degree	FT contract faculty with terminal degree	FT contract faculty without terminal degree	PT adjunct faculty	Staff
S2006	American Midwestern Poetry	English 340	•				
	Civil Rights, Vietnam, and Watergate	Political Science 260				•	
	Adolescent Literature	English 222			•		
	Literature of Childhood: The Other	English 220			•		
	World Religions in America	History 210				•	
	US History since 1865	History 204				•	
	US History since 1865	Not indicated; most likely History 204	•				
	The City in Modern Amer. Novels	English 360	•				
	Wild, Wild West: Cowboy Culture	Not indicated; taught by English faculty			•		
	American Lit. in the 20 th Century	Not indicated; most likely English 232	•				
	Poverty and Welfare	Sociology 224	•				
	US, 1815-1850	History 310				•	

Date	Course title	Cross-listed department and course number	FT tenured or t-track, with terminal degree	FT contract faculty with terminal degree	FT contract faculty without terminal degree	PT adjunct faculty	Staff
	African American Literature	PACE/English 366; English faculty				•	
	Racism, Sexism, and the Media	PACE					•
	History of Am. Religious Culture	PACE; History faculty				•	
No date	Law and Justice	Political Science 232					•
	Literature of Childhood: The Other	English 220			•		
	Literature of Childhood: The Other	English 220			•		
	Literature of Childhood: Innocence?	English 220			•		
	Literature of Childhood: Innocence?	English 220			•		
	Native American Underground	Not indicated; taught by English faculty			•		
	Blackness in Fiction/Film, 1920-1940	Not indicated; taught by English faculty			•		
	American Identity	English 220	•				
	Ancient Lives in the Amer. Southwest	Not indicated; taught by Comm. faculty	•				

Date	Course title	Cross-listed department and course number	FT tenured or t-track, with terminal degree	FT contract faculty with terminal degree	FT contract faculty without terminal degree	PT adjunct faculty	Staff
	Art, Lit., Film of US Latinos	Not indicated; taught by Mod. Lang. faculty		•			
	Zora Neale Hurston: Fact and Fiction	English 220; unknown fac., probably Engl.					
	Current American Foreign Policy	PACE/Political Science 220; Pol. Sci. faculty	•				

Appendix C
IN250 Student Learning Outcome Goals

By the end of IN250/U.S. Studies, students will have

1. Read primary texts by and/or historical texts about some of the diverse cultures living in the United States;
2. Conducted research into cultural issues distinct to the discipline of the course;
3. Written polished essays that reflect critical analysis; and
4. Reflected on the uses of their deeper knowledge of cultures in the U.S. in their public and personal lives to better understand themselves, their communities, and the world.

IN250 Goals Table

	Goal 1	Goal 2	Goal 3	Goal 4
Understanding the Bible	•	•	•	
American Literature in the 20 th Century (multiple offerings)	•	•	•	•
Media and Minorities in America	•	•	•	
Judeo-Christian Ethics	•	•	•	
Revolutionary Novels, Tales, Romances	•	•	•	
Civil Rights, Vietnam, and Watergate (multiple offerings)	•	•	•	
Civil War in Memoir, Fiction, Film	•		•	•
History of US to 1865 (multiple offerings)	•		•	
Drama and Representation of US	•	•		
Intro to Comparative Religions	•	•	•	•
Cultural Immigration (PACE)	•	•	•	•
Reel Politics (PACE) (multiple offerings)	•		•	•
Outlaw in American Literature	•	•	•	
Modern Midwestern Literature	•		•	•
World Religions in America (multiple offerings)	•			•
Traditions in African American Literature	•	•	•	•
American Literature through Twain	•	•	•	
American Multicultural Literature	•	•		•
American Midwestern Poetry	•	•	•	
Adolescent Literature: Home Is Where The Heart Is (multiple offerings)	•	•	•	•
Literature of Childhood: The Other (multiple offerings)	•	•	•	•
	Goal 1	Goal 2	Goal 3	Goal 4
US History since 1865 (multiple offerings)	•		•	
City in Modern American Novels	•	•	•	•
Wild, Wild West: Cowboy Culture	•	•	•	
Poverty and Welfare	•	•	•	
US History 1815-1850	•			
African American Literature	•		•	•
Racism, Sexism, and the Media (PACE)	•	•	•	•
History of American Religious Culture (PACE)	•	•	•	
Law and Justice	•	•	•	•
Literature of Childhood: Innocence? (multiple offerings)	•	•	•	•
Native American Underground	•	•	•	

Blackness in Fiction/Film, 1920-1940	•	•	•	
American Identity	•	•	•	•
Ancient Lives in the American Southwest	•	•	•	
Art, Literature, Film of US Latinos	•	•	•	
Zora Neale Hurston: Fact and Fiction	•			
Current American Foreign Policy (PACE)	•		•	•

**Appendix D
Essay Rubric**

Evaluation of IN250 Goal 3: "Written polished essays that reflect critical analysis."

Item Evaluated: Essay

Evaluation by: Self-Study Assessment Team Member

	Excellent (5 points)	Adequate (3 points)	Nominal (1 point)
Essay	An excellent essay demonstrates the student's consistent abilities to assimilate and synthesize sources and make judgments in order to participate in ongoing academic conversations and inquiries. A clear thesis and sharp focus are present.	An adequate essay demonstrates the student's inconsistent attempts to assimilate and synthesize sources and make judgments in order to participate in ongoing academic conversations and inquiries. Thesis and focus are vague and general.	A nominal essay demonstrates no attempt to formulate a thesis or judgment.
Informed Use of Evidence	An excellent essay demonstrates the student's consistent abilities to interpret, rather than summarize, relevant evidence. Student is able to formulate a well-positioned and well-supported argument or opinion by	An adequate essay demonstrates the student's inconsistent attempts to interpret, rather than summarize, relevant evidence. Student attempts to formulate a well-positioned and well-supported argument or	A nominal essay demonstrates no attempt to interpret evidence.

	critically synthesizing multiple perspectives.	opinion by critically synthesizing multiple perspectives.	
Purpose and Audience	An excellent essay demonstrates a clear sense of purpose and the student's consistent awareness of the expectations and interests of his/her audience.	An adequate essay demonstrates a vague sense of purpose and the student's inconsistent awareness of the expectations and interests of his/her audience.	A nominal essay demonstrates no purpose or awareness of audience.
Polish	An excellent essay demonstrates the student's consistent ability to compose a well-organized, properly-documented, and carefully-edited piece in a confident voice.	An adequate essay demonstrates the student's inconsistent attempt to compose a well-organized, properly-documented, and carefully-edited piece in a confident voice. The student may make errors in documentation and/or grammar and mechanics.	A nominal essay demonstrates no attempt to edit or document. There are many errors in documentation and/or grammar and mechanics.

Appendix E
Reflection/Response Rubric

Evaluation of IN250 Goal 4: "Reflected on the uses of their deeper knowledge of cultures in the U.S. in their public and personal lives to better understand themselves, their communities, and the world."

Item Evaluated: Reflection/Response

Evaluation by: Self-Study Assessment Team Member

	Excellent (5 points)	Adequate (3 points)	Nominal (1 point)
Reflection/ Response	An excellent response demonstrates consistent reflective thinking in using previous reading, research, and/or experience as a prompt not only to describe and explain, but also to use in his/her public and personal lives.	An adequate response demonstrates inconsistent reflective thinking in using previous reading, research, and/or experience as a prompt not only to describe and explain, but also to use in his/her public and personal lives.	A nominal reflection lacks a connection between uses of reading and writing and the student's public and personal lives.
Inquiry	An excellent reflection demonstrates the student's consistent ability to understand his/her own inquiry process.	An adequate reflection demonstrates the student's inconsistent attempt to understand his/her own inquiry process.	A nominal reflection lacks an understanding of the inquiry process.
Interpersonal Understanding	An excellent reflection demonstrates the student's consistent ability to use reading and writing to better understand the self within the context of his/her communities and the world. The student especially understands his/her personal cultural perspectives and biases.	An adequate reflection demonstrates the student's inconsistent attempt to use reading and writing to better understand the self within the context of his/her communities and the world. The student attempts to understand his/her personal cultural perspectives and biases.	A nominal reflection lacks a connection between the uses of reading and writing and an understanding of self, community, and world. There is no understanding of the student's own perspectives and biases.