

Millikin University
Student Learning in Global Studies (IN350)
Annual Report
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GOALS

Millikin University's Global Studies courses explore the fundamental diversity and interconnectedness of the world beyond the ethnocentric paradigms of dominant cultures. Global studies courses include a substantial comparative dimension so that students gain an understanding of how the diversity of the world affects their everyday lives. Students are exposed to primary sources (texts, music, artifacts) representing multiple cultures and conduct research to explore culturally diverse points of view. The course helps students step outside their pre-conceived cultural perspectives and stereotypes and to look at the world from other perspectives as well as to see the interconnected nature of the contemporary world.

The student learning goals in Global Studies courses focus on the following three areas:

1. Students will compare cultural and social structures by examining primary sources from multiple cultures beyond the United States.
2. Students will gain substantive understanding of how the diversity of the world affects their everyday lives.
3. Students will further their abilities to conduct research, which encourages students to explore culturally diverse points of view

These learning goals are related to all three Millikin University-Wide Goals in substantial and meaningful ways, particularly in the area of Democratic Citizenship in Globally Diverse Communities (see Appendix A). As part of the MPSL Sequential Program Elements, Global Studies courses offer students a final step in their ever-broadening views of the world. By first receiving a rich and comprehensive introduction to university life in the IN140 Freshman Seminar, then exploring issues related to their homeland in IN250 US Studies, Millikin students follow a logical and ever-broadening path to the complex issues involved in Global Studies courses.

SNAPSHOT

All Millikin students are required to take at least one three credit hour Global Studies course. These courses serve the entire campus and all majors.

Faculty members interested in teaching IN350 submit a proposed Global Studies course description and syllabus, with approval of their Department Chair, to the Dean of Teaching and Learning. The Dean of Teaching and Learning reviews course proposals and determines IN 350 designation based on course development guidelines (Appendix C). The guidelines require faculty to demonstrate how each course will fulfill five areas, related directly to the Learning Goals:

- a) There is a substantial dimension of cultural and social structural comparison in the course.
- b) Students will gain substantive understanding of how the diversity of the world affects their everyday lives.
- c) There should be a significant component to the course that reaches beyond the United States.
- d) Students are exposed to primary sources (texts, music, artifacts) representing multiple cultures.
- e) There is a significant research component, which pushes students to explore culturally diverse points of view.

The Global Studies courses are taught by Millikin faculty from a variety of disciplines. A list of courses offered during fall 2006, January 2006, spring 2007, and summer 2007 may be found in Appendix B.

THE LEARNING STORY

Global Studies courses at Millikin are designated as junior-level courses, which provide challenging issues and academic rigor expected in upper-level courses. IN 350 courses include demanding reading lists, often by foreign scholars who present diverse worldviews. By their very nature, Global Studies courses challenge students to negotiate worlds of ideas and cultural practices beyond Millikin University and the United States. IN350 courses may also include a variety of primary sources (film, literature, music), out-of-class activities, guest lecturers, and research requirements, to accomplish the learning goals.

Several Global Studies courses also offer students the opportunity to learn in a global sense, while immersed in the sights, sounds, smells, and day-to-day interaction with the environment and people directly related to the academic topic of their course. These international learning experiences are often some of the most meaningful for students.

ASSESSMENT METHODS

The assessment of IN350 Global Studies courses at Millikin University begins with the course proposal process, as described in the "Snapshot" above. This first step in the assessment loop sets the standard for course criteria, helps to insure that professors understand the guidelines, and allows for discussions to occur between the professors and the Dean of Teaching and Learning. The Dean of Teaching and Learning assesses course proposals and syllabi as to whether they fulfill the guidelines.

In Fall 2004, the Committee on Global Issues, which was then reviewing and approving IN 350 courses, developed a short student survey to be administered toward the end of the IN350 courses. The surveys measured students' perceptions of aspects of the course directly related to the learning goals established for Global Studies. On a scale from 1 (disagree) to 5 (strongly agree), students evaluate the following ten effectiveness measures:

1. Diversity	1. The course explored fundamental diversity of the world
2. Affect life	2. I understood how the diversity of the world affects my life
3. Beyond USA	3. The course reached beyond the United States
4. Primary sources	4. I was exposed to diverse primary/original sources
5. Research	5. There was a significant research component in the course
6. Theory	6. I was exposed to various theoretical perspectives
7. Perspectives diff.	7. I was exposed to perspectives different than mine
8. Collaboration	8. We were expected to collaborate with our classmates
9. Sensitivity	9. The course fostered greater sensitivity to different perspectives
10. Engagement	10. I was actively engaged with the course material

ASSESSMENT DATA

IN 350 Course Proposals

The Dean of Teaching and Learning maintains records of IN350 course proposals and approval status. The Committee on Global Issues is available to assist faculty develop courses to meet the guidelines for Global Studies as requested by the Dean of teaching and Learning. One course was referred in the fall 2006.

IN350 Student Evaluations

A pilot survey was administered in spring 2005 to five out of thirteen classes offered. At the end of the fall 2005 semester, IN350 professors were asked to administer the survey to their classes. Out of the seventeen courses offered in fall 2005, students from five classes completed the survey. Surveys for the courses offered in spring 2006 were again administered by professors who volunteered to do so. Out of the eleven courses offered, students from five classes completed the survey. Surveys results were not obtained for the spring or fall of 2006 but in the spring of 2007, students from two classes completed the survey.

The overall results for the surveys completed in spring 2005, fall 2005, and spring 2007 are shown in the following chart:

Median scores on a scale from 1 (disagree) to 5 (strongly agree)

Performance indicators:	S07	S05	F05	Average
1. Diversity	4.43	4.50	4.0	4.31
2. Affect life	4.39	4.22	3.7	4.10
3. Beyond USA	4.67	4.85	4.4	4.64
4. Diverse primary sources	4.45	4.58	4.0	4.34
5. Research	4.00	4.04	3.7	3.91
6. Theory	4.63	4.50	3.9	4.34
7. Perspectives different than mine	4.71	4.74	4.4	4.62
8. Collaboration	3.98	4.01	4.0	4.00
9. Sensitivity	4.37	4.42	3.9	4.23
10. Engagement	4.55	4.45	3.9	4.30

ANALYSIS OF ASSESSMENT RESULTS

(Data from the Dean of Teaching and Learning: numbers of new IN 350 course proposals and how many were revised, and approved, or denied should go here)

Student Surveys

1. Scores from all semesters show consistently high scores in two areas: 3) reaching beyond the U.S. and 7) exposure to perspectives different than students' own.
2. Three additional areas received very satisfactory mean scores: 1) diversity of the world, 4) exposure to diverse primary sources, and 10) engagement. One area was on the lower end but still within a positive range: 9) sensitivity.
3. The lowest overall mean scores were given for 5) significant research component, 8) collaboration, and 2) how the diversity of the world affects my life.

This brief analysis shows that student perceptions of the Global Studies courses taken during these two semesters were strongest in the areas of exposing students to perspectives and ideas different from their own, particularly in areas outside the U.S. The weakest component, when the overall mean scores are analyzed, is that of the research component.

RECOMMENDATIONS FOR IMPROVEMENT

One of the most positive trends demonstrated in this report is the growth of off-campus immersion course offerings. This is in keeping with the Millikin Strategic Plan. There is, however, a lack of data collected from students who have participated in off-campus immersions.

- An on-line returning student survey was designed by the previous Director of International Studies and should be again made available to students returning from immersion and semester abroad experiences. IN 350 criteria could easily be included with the survey.

An important part of the Global Studies assessment begins with course development and the approval process for new courses. The Dean of Teaching and Learning currently reviews course proposals and determines whether or not they meet the guidelines.

- A record of all yearly IN350 course proposals and approvals should be included in this report
- The Committee on Global Issues should continue to be available to help the faculty members meet the IN350 guidelines

The student survey, and its administration to students for three semesters, provides important data about Global Studies courses from the student perspectives. The low rate of participation when volunteers are sought may reflect reluctance to use class time for this purpose. Self-selection of responding courses also results in selection bias.

- An on-line survey should be developed to obtain the IN350 student reports rotating through a variety of courses over time. Five each semester and three January and summer immersions would seem to suffice
- The Committee on Global Issues should review the student survey results and consider whether question 8) collaboration, is an actual requirement for all IN350 courses

The data collected through course proposals and student evaluations provide excellent sources for a continued purposeful assessment of Global Studies at Millikin University. An open exchange of ideas and assessment data between all constituencies would complete the assessment loop and help new faculty develop IN350 courses.

- In-service workshops or forums should be provided to continue broader faculty discussion and interest in the vibrancy of the Global Studies area of the Millikin curriculum
- Faculty who teach IN350 courses should be encouraged to increase the rigor of the research component in their courses based on low student scoring of this criterion

Appendix A: Global Studies in University Goals Matrix

The MPSL Sequential Program						
	#1	#2	#3	#4	#5	#6
IN 140						
IN 150/151						
IN 250						
IN 350			X			
The MPSL Non-Sequential Program						
Quantitative Reasoning						
Fine Arts						
Natural Sciences						
Off Campus						
Language Culture Options						
Second Language						
Semiotic Systems						
Cultures & Societies						

Millikin students will prepare for professional success:

1. Students will learn to access, read deliberately, critically evaluate, reflect on, integrate and use appropriate resources for research and application.
2. Students will utilize quantitative reasoning and the scientific method as tools in decision making and creative problem solving.
3. Students will communicate effectively and appropriately in diverse interpersonal, group and public contexts.
4. Students will write effectively for a variety of audiences, particularly in order to contribute to existing and emerging knowledge within a professional community.
5. Students will demonstrate general technological literacy and the ability to use advanced technology in their chosen profession.
6. Students will develop comprehensive understanding of essential knowledge, principles, methods, and professional expectations in their chosen major in order to connect theory and practice within a professional environment.

The MPSL Sequential Program						
	#1	#2	#3	#4	#5	#6
IN 140						
IN 150/151						
IN 250						
IN 350		X	X		X	X
The MPSL Non-Sequential Program						
Quantitative Reasoning						
Fine Arts						
Natural Sciences						
Off Campus						
<i>Language Culture Options</i>						
Second Language						
Semiotic Systems						
Cultures & Societies						

Millikin students will actively engage in the responsibilities of democratic citizenship in their globally diverse communities

1. Students will develop an understanding the interrelatedness of multiple cultures in the US and the democratic processes that enable and encourage active participation in community.
2. Students will develop an understanding of the interrelated nature of US and global cultures and the primary institutions, political systems, values, and arts that make them distinctive.
3. Students will develop intercultural communication skills that enable them to functionally navigate diverse cultures and create meaningful connections with members of our domestic and global community.
4. Students will gain an appreciation for the impact of society on the global ecosystem.
5. Students will demonstrate an understanding of diverse individuals and the value of utilizing different perspectives when addressing organizational and societal issues and problems.
6. Students will explore how their own individual contributions help shape and change communities.

The MPSL Sequential Program					
	#1	#2	#3	#4	#5
IN 140					
IN 150/151					
IN 250					
IN 350			X	X	X
The MPSL Non-Sequential Program					
Quantitative Reasoning					
Fine Arts					
Natural Sciences					
Off Campus					
<i>Language Culture Options</i>					
Second Language					
Semiotic Systems					
Cultures & Societies					

Millikin students will discover and develop a personal life of meaning and value

1. Students will develop an understanding of themselves and the ability to reflect on and express their thoughts and feelings responsibly.
2. Students will develop the skills to build satisfying relationships, and to work collaboratively and creatively with diverse others to manage personal, community, and professional problems.
3. Students will develop a commitment to personal integrity, ethical conduct, well-being, and social justice locally, nationally, and globally.
4. Students will appreciate the intellectual and aesthetic contributions that the visual, literary, and performing arts make to their ability to understand themselves and others and to their capacity to enjoy their own and others creative processes and products.
5. Students will understand the importance of a commitment to life-long learning.

Appendix B: IN 350 Course Offerings

FALL 2006

<u>Course Number</u>	<u>Title</u>	<u>Professor</u>
IN350-01	Indian Popular Cinema	Banerjee
IN350-02/04	Global Issues	Royden
IN350-03	Intro to Anthropology	Parker
IN350-05/06	Jesus of History	Keagle
IN350-06	Modern China	Grieve
IN350-07	The Developing World	Murphy
IN350-08	Intro to Latin America	Monroe
IN350-09/10	Comparative Religions	Jessup
IN350-11/13	Intro to Modern Africa	Kovalcik
IN350-15	Global Children's Literature	Dwiggins
IN350-17	Global Women's Writings	Zhao
IN350-19	D.S. Australian & US Healthcare	Luxner

JANUARY 2007 IMMERSIONS

<u>Course Number</u>	<u>Title</u>	<u>Professor</u>
IN350-01	Modern World of Sports	Neibuhr
IN350-02	Cult/Civil-Hispanic Caribbean	Peralta
IN350-03	Vietnam War in Film & History	Murphy
IN350-04	Culture & Literature of Chile	Aravena, Tucker
IN350-05	Ancient Culture in Film	Parker
IN350-06	Immigrant Experience in Paris	Toman
IN350-08	Culture/Ed Dominican Republic	Sojin, Boehmer

SPRING 2007

<u>Course Number</u>	<u>Title</u>	<u>Professor</u>
IN350-01	Global Haiku Traditions	Brooks
IN350-02	International Fiction/Culture	Mihm
IN350-03	Global Children's Literature	Dwiggins
IN350-04	Modern East Asia	Murphy
IN350-05/12	Jesus of History	Keagle
IN350-06	Modern Japan	Murphy
IN350-08	Intro to Anthropology	Parker
IN350-09	Global Christianity	Kovalcik
IN350-10	Philosophy of the Arts	Jacobs
IN350-11	Comparative Religions	Jessup
IN350-14	Intro to Modern Africa	Kovalcik
IN350-16	Intercultural Communications	Rivers
IN350-17	US & 20 th Century World	Monroe
IN350-19	D.S. Global World of Sport	Neibuhr

SUMMER 2007

<u>Course Number</u>	<u>Title</u>	<u>Professor</u>
IN350-01	Modern World of Sports	Neibuhr
IN350-02	Music & Culture/East Canada	Glencross
IN350-03	Discovery of India: Lit & Film	Banerjee

IN350-04	Eastern Europe & Genocide	Kovalcik
IN350-05	Hiroshima in History & Film	Murphy
IN350-06	Archeology & Relig: Pagan Europe	Parker
IN 350-07	Canadian Culture & Art	Glencross
IN350-08	European Grand Tour/Cheap	Henry
IN350-09	People's Republic of China	Creal
IN350-11	Cinese-Am Cult: Wrtg & Media	Zhao
IN350-12	Painters 19 th Century France	Lassau
IN350-13	Epidemiology Foci: Cult Comp.	Slayton
IN350-14	S. American Performance Exp.	Criswells
IN350-15	Taiwan	Onoura & Matthews
IN350-16	Bio & Cult Diversity: S Africa	Parrish

Appendix C: Faculty Guidelines for Global Studies Course Proposals

Global studies courses explore the fundamental diversity and interconnectedness of the world.

Faculty developing a global studies course should submit a syllabus that demonstrates how the course will address the following guidelines:

- a) There is a substantial dimension of cultural and social structural comparison in the course.
- b) Students will gain substantive understanding of how the diversity of the world affects their everyday lives.
- c) There should be a significant component to the course that reaches beyond the United States.
- d) Students are exposed to primary sources (texts, music, and artifacts) from multiple cultures.
- e) There is a significant research component, which pushes students to explore culturally diverse points of view

Each discipline is expected to approach this course with its own perspective on the unit of analysis: individual, group, culture, world or specific issue. For this reason, wide variation among offerings is to be expected.

Suggested elements of a Global Studies course:

Knowledge Goals

- 1.** The subject matter of the course should extend the exploration of the fundamental diversity questions to living in our global contemporary world.
- 2.** The Course should be interdisciplinary, comparative, and theoretical.

Skills Goals

The course should intentionally further students' abilities in:

- 1.** Writing and research, appropriate to a junior-level course.
- 2.** Critical thinking, especially in developing perspectives beyond the ethnocentric paradigm of the dominant culture and developing strong advocacy skills in defense of diverse positions using well-developed and well-supported argument.
- 3.** Moral and ethical reasoning, with an emphasis on greater complexity and sophistication, appropriate to the content and goals of the course.

4. Working collaboratively, taking initiative and demonstrating leadership, and understanding the motivations, intentions, reasoning, perspectives, and emotions of themselves and others.

Values Goals

The course should intentionally instill greater sensitivity to diversity in the global society. both conflictual and cooperative.

Core Questions

All three core questions should be addressed, with specific emphasis upon one varying according to the nature and topic of the course.

Core Means

The course should:

- 1.** incorporate the use of primary texts
- 2.** include a significant library and research component consistent with a 300-level course
- 3.** include pedagogies that emphasize active engagement with the course content on the part of the student.