

**Annual Assessment, IN 350 Global Studies Courses
2009-10 Academic Year**

In 350 Coordinator
Dr. David Jervis
June 22, 2010

IN 350 (Global Studies) is the final of the sequential University Studies courses. Typically taken in a student's junior year, IN 350 courses explore a topic of global importance and build on the skills students have developed in previous sequential university studies courses. 2009-10 was a year of transition for the IN 350 program. Dr. David Jervis became the coordinator in October 2009, succeeding Dr. Jo Ellen Jacobs. In addition, the learning goals for IN 350 courses will be changing beginning in 2010-11. While faculty were urged to begin to implement the new learning goals in the spring 2010 semester, only one did so.

This is the fourth IN 350 assessment report since 2006, but there has been no consistency in them. Different persons have prepared the reports and different assessment methods have been used. As a result, few generalizations can be made about past assessments and, given the new learning goals, it will be difficult to make generalizations over the next several years.

Description and Learning Goals

The course description and learning goals for IN 350 courses through 2009-10 were

IN350. Global Studies (3) Junior year. Global studies courses explore the fundamental diversity and interconnectedness of the world. There is a substantial dimension of cultural comparison in the course. Students will gain substantive understanding of how the diversity of the world affects their everyday lives. There should be a significant component to the course that reaches beyond the United States. Students are exposed to primary sources (texts, music, artifacts) from multiple cultures. There is a significant research component that 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.

The learning goals were that students would be able to

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

The new course description and learning goals for IN 350 courses will be:

IN350. Global Issues (3) Junior year. 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.). Prerequisite: junior standing.

The learning goals will be students should be able to

- analyze a topic of global importance and associated ethical and social justice issues through substantive research, including examination of primary sources;
- reflect on how a topic of global importance affects them as democratic citizens of a global community as well as how their behavior relates to the topic locally and globally; and
- engage in activities characteristic of democratic citizenship in a global environment.

Snapshot

Twenty-nine different IN 350 courses (41 sections) were offered in 2009-10, 24 for traditional students and seven for PACE students (two courses were offered to both traditional and PACE students). See appendix A for list of courses offered in 2009-10.

One of the things that characterizes global studies offerings is their diversity. Offerings this year ranged from the peace of Islam and Christianity to the violence of the Holocaust, from Indian popular culture to leadership in Chilean culture, and from contemporary global drama to global mathematics literature. Also, not surprisingly, six global studies courses were offered in foreign locales, including, Britain, South Africa, Taiwan, and the Dominican Republic.

Another way to demonstrate the variety of IN 350 offerings is to note that they were offered by faculty in a number of different departments: History, English, Biology, Political Science, Theater, Communications, and Math, with the bulk of the offerings being by faculty in the History, Political Science and English departments.

Assessment Methods and Process

Two methods are currently used to assess IN 350 courses, an audit of syllabi and a review of student artifacts. Dr. Jervis has hard copies of all syllabi and student artifacts that were collected; those that were submitted electronically are also on the IN 350 disc.

Syllabi from 22 of the 24 courses offered to traditional students were collected and examined to determine the extent to which they contained items identified on the syllabus audit form for IN 350 classes (see Appendix B).

The IN 350 coordinator received at least some student artifacts from 19 sections (18 offered to traditional students and one to PACE students). 166 artifacts in total were received (the number total seems low for 19 sections but 4 of the sections were summer or immersion courses with very few students, Dr. Keagle submitted only 7 from two sections of his fall course, and Dr. Monroe submitted only 4 from his spring course). Dr. Jervis selected a random sample of these (39 in total) for assessment. Those papers were read by a committee consisting of Dr. Roslyn O’Conner of the Biology Department, Dr. Peiling Zhao of the English Department, and Dr. David Jervis.

The committee met as a group, read and discussed the papers, applied the IN 350 Assessment Rubric (see Appendix C), and then compared notes. For each individual learning goal, we agreed that 4.0-5.0 would constitute “excellent” attainment of the goal or green, 2.5-3.5 would constitute “adequate” or yellow attainment, while 2.0 or lower would be considered “nominal or red attainment. Total scores of the three goals could range from 3.0-15.0. We agreed that 3.0-6.0 should be considered red or nominal, 7.0-11.0 should be considered yellow or adequate, and 12.0-15.0 should be considered green or excellent.

Assessment Data

Assessment of Syllabi

Examination of syllabi demonstrates that many faculty did not include the standard IN350 course description or the IN350 learning goals. Only one faculty member, in two classes, identified which research assignment would be tagged for assessment purposes. Although some syllabi did identify an out-of-class assignment that would realize the IN 350 learning goals in some way, nearly 50% did not.

IN350 Syllabus Audit Form

	Syllabus is acceptable on item	Syllabus has item included but not in acceptable form	Syllabus does not have item
<u>SOMEWHERE in SYLLABUS:</u>			
Course description: Standard description plus faculty written course description/overview	7 (30.4%)		16 (69.6%)
Standard course learning goals	14 (60.8%)		9 (39.1%)
Assignment tagged for assessment	2 (8.7%)	10 (43.5%)	11 (47.8%)

Assessment of Student Artifacts:

Review of student artifacts indicates that overall nearly 77% of students have at least adequate attainment of the learning goals for IN 350 courses. There are significant differences in the attainment of individual learning goals, however, with more than 80% of students having at least an adequate attainment of goal 3 but only 70% for goal 2 and little more than 60% for goal one. That is, students seem to have a good understanding of the research and writing process, perhaps gained from earlier University Studies courses, but relatively less of the learning goals that are unique to IN 350. It is also noteworthy that while a majority of students have adequate or excellent attainment of each of the goals, the majority of those students have only adequate attainment.

Goal 1: compare cultural and social structures by examining primary sources from multiple cultures beyond the United States

Nominal (Red—Stop)	Adequate (Yellow—Caution)	Excellent (Green—Go)
14 (35.9%)	15 (38.5%)	10 (25.6%)

Goal 2: gain substantive understanding of how the diversity of the world affects their everyday lives

Nominal (Red—Stop)	Adequate (Yellow—Caution)	Excellent (Green—Go)
11 (28.2%)	18 (46.2%)	10 (25.6%)

Goal 3: further develop their abilities to conduct research, which encourages students to explore culturally diverse points of view.

Nominal (Red—Stop)	Adequate (Yellow—Caution)	Excellent (Green—Go)
7 (17.9%)	18 (46.2%)	14 (35.9%)

overall

Nominal (Red—Stop)	Adequate (Yellow—Caution)	Excellent (Green—Go)
9 (23.1%)	20 (51.2%)	10 (25.6%)

Comparing results from 2009-2010 with those from 2008-2009 (when a different assessment process and different assessors were used) reveals that roughly the same percentage of students

reached at least adequate attainment overall, but that student attainment of goals 1 and 2 was significantly poorer in 2009-2010.

Goal 1: Compare cultural and social structures

	<u>2008-2009</u>	<u>2009-2010</u>
Green	44.8	25.6
Yellow	30.5	38.5
Red	23.7	35.9
% adequate	75.3	64.1

Goal 2 Understand how the diversity of the world affects their lives

	<u>2008-2009</u>	<u>2009-2010</u>
Green	40.6	25.6
Yellow	42.4	46.2
Red	16.9	28.2
% adequate	83.0	71.8

Goal 3 research using primary sources to explore a culturally diverse point of view

	<u>2008-2009</u>	<u>2009-2010</u>
Green	59.3	35.9
Yellow	20.3	46.2
Red	20.3	17.9
% adequate	79.6	82.1

Overall

	<u>2008-2009</u>	<u>2009-2010</u>
Green	48	25.6
Yellow	31	51.2
Red	31	23.1
% adequate	79	76.8

Discussion of Results and Improvement Plans

Three issues will be discussed in this portion of the report: 1) the assessment process, itself, 2) lessons from this year's assessment that can be used to develop the rubric for to assess the new learning goals for IN350 courses, and 3) improving student performance.

The assessment process

One problem this year was the difficulty in collecting materials to be assessed. Dr. Jervis was unable to collect syllabi and artifacts from all classes (syllabi: collected from 22/24 sections offered to traditional students, none from the nine PACE sections; artifacts: collected from 18/32 sections offered to traditional students, 1/9 from PACE classes). There are likely several reasons for this failure: the transition between Dr. Jacobs and Dr. Jervis with likely loss of materials Dr. Jacobs had collected, Dr. Jervis being new to the coordinator's role, and Dr. Jervis being less visible because he had been on campus for less than three semesters at the time he assumed the role as coordinator.

Greater effort will have to be placed on collecting necessary materials in the future. In addition to periodic calls from faculty to submit the necessary materials throughout 2010-11, the IN350 coordinator will enlist the help of the Dean of Arts and Science, the new Director of University Studies, and the Director of the PACE program who may have more clout with faculty.

The actual review of the artifacts worked well. The committee of Dr. O'Conner, Dr. Zhao, and Dr. David Jervis functioned quite well. It benefitted from the different disciplinary perspectives of its members and from Dr. Zhao's extensive work assessing the IN 150/151 program. One can only hope that these people will agree to participate in the process in future years as there is no compensation that can be offered to them.

The new rubric

Because new learning goals will be instituted in 2010-11, a new assessment rubric will have to be developed. This will be a major task in 2010-11. Members of this year's assessment team raised issues and made suggestions that may help guide the construction of the new rubric.

One longstanding issue is what to assess. IN350 courses are being assessed largely on the basis of a single artifact. Is it realistic to expect that any single artifact will meet all of the learning goals for the program? If not, do we try to develop a common assignment across all IN350 courses (very unlikely), collect more artifacts or types of artifacts from each course (very impractical), or emphasize one learning goal for assessment purposes each year (resulting in a less than complete assessment in a given year)?

Additional ways to develop a more complete assessment of IN 350 courses might be to expand the syllabus audit form to include examination of the textbooks and other required materials for

the course and/or the nature of assignments in addition to those tagged for assessment purposes. We might also consider using faculty evaluations and/or a student survey as is done in the IN 140 program. However, it is not clear to the IN 350 coordinator how standard student evaluations shed light on the learning goals specific to the IN 350 program. As for student surveys, student opinions—as distinct from student work in artifacts—are not necessarily the best indicators that goals have been met.

With respect to the new rubric, the new goals are more specific than the old goals, requiring, for example, a focus on an issue of global importance rather than comparing social cultural structures and that students reflect on how that topic affects them as democratic citizens rather than how it affects their lives. This should make both the development and the application of the rubric easier. There is a need for clearer language to help guide assessment. The current rubric, for example, distinguishes “excellent” and “adequate” attainment of the compare social and cultural structures goal on the basis of the student’s ability to compare these with “subtlety.” “Excellent” and “adequate” attainment of the understanding how the diversity of the world affects your life goal is based on whether the student demonstrates a “deep” or an “average” ability to do so. Yes, faculty grading papers over time develop an appreciation for excellent, adequate, or nominal attainment of such goals, and they know excellent attainment when they see it, but clearer guideline would be helpful, especially since the same faculty may not be involved in the assessment year after year.

Dr. O’Conner told us that faculty in the hard sciences have a different conception of “primary sources” than do those in history, political science, and, perhaps, other disciplines. In the hard sciences, “primary sources” refers to articles written in peer-reviewed journals. The new rubric needs to reflect this, perhaps insisting on “high quality sources appropriate to the discipline” or something

Student Results

The assessment of student artifacts concluded that, overall, a significant majority of students are meeting the old learning goals of the IN 350 program, but that attainment of individual goals varies widely. A logical prerequisite to improving student performance on the new learning goals is to familiarize faculty with them. That will be the IN 350 coordinator’s priority in 2010-11.

Several activities are planned to familiarize faculty with the new goals and help them implement them. Over the course of the summer and just prior to the beginning of the fall semester, the IN 350 will communicate with faculty in the following ways:

Requesting suggestions for the rubric measuring attainment of the new learning goals. This will allow interested faculty to think about the meaning of the learning goals and how to realize them.

Reminding faculty of the need to include both the IN350 course description and learning goals in their syllabi.

Asking faculty to identify which student assignment will be tagged for assessment purposes (likely increasing the number of faculty who do so, improving results on the syllabus audit portion of the assessment) and identifying how these assignments will work to meet IN 350 learning goals. Doing so will force faculty to think through these issues, resulting in better assignments, clearer direction to students, and, it is hoped, better student attainment of the learning goals.

Providing information and prompts to help faculty develop course materials to realize the two learning goals, i.e., ethical reasoning and democratic citizenship goals that are new for 2010-11.

Two faculty development workshops will be conducted in 2010-11. One, early in the fall, will be to help develop the rubric for assessing the new learning goals. This will allow faculty to think about the new learning goals, make contributions to the new rubric, and become somewhat familiar with how it might be implemented. The second faculty development workshop will be held in the spring and will be devoted to a discussion about the implementation of the new learning goals from the fall semester.

Appendix A
IN 350 Courses Offered in 2009-10

Date	Cross-listed Department And Course Number	Course Title
Summer 2009		
	HI 340	Vietnam War in Film and History
	HI 340	Gender in Latin American Film
	BI 280	Cultural and Biological Diversity of South Africa
		The Modern World of Sports
	EN 220	The Literature of the Holocaust
	EN 340	From City to Text
Fall 2009		
	CO 360	Comparative Media Ethics
	PO 321	War and Human Experience (2 sections)
	EN 331	Indian Popular Cinema
	HI 360	Genocide in Film (2 sections)
	HI 360	Comparative World Religions (2 sections)
	HI 360	Jesus of History, Christ of Faith (2 sections)
	TH 360	Contemporary Global Drama
	PACE	Literature of the Holocaust
	PACE	Modern Middle East
	PACE	Global Nutrition
	PACE	Global Haiku Traditions

January 2010		
	HI 360	Holocaust, Genocide And Film
	HI 210	Facing History and Ourselves
	SP 350/ CO 360	Leadership in Chilean Culture
	MA 125	Global Mathematics Literature
Spring 2010		
	PO 321	Personal Stories, Global Issues
	HI 360	Jesus of History, Christ of Faith (2 sections)
	HI 360	Islamic World
		Global Environmentalism
		Literature of the Holocaust
	EN 355	International Literature
	EN 366	Global Women's Writing
	HI 360	Comparative World Religions
		Beyond Us: The China Immersion
		Early Childhood in Dominican Republic
	PACE	Global Haiku
	PACE	Concert of Voices
	PACE	Modern Middle East
	PACE	Islamic World
	PACE	African Problems And Solutions

Appendix B
IN350
Syllabus Audit Form

	Syllabus is acceptable on item	Syllabus has item included but not in acceptable form	Syllabus does not have item
<u>SOMEWHERE in SYLLABUS:</u>			
Course description: Standard description (see below) plus faculty written course description/overview			
Standard course learning goals (see below)			
Assignment tagged for assessment			

Appendix C

IN 350 Assessment Rubric for 2009-10 Goals

By the end of IN 350/Global Studies, students will be able to

1. compare cultural and social structures beyond those found in the United States,
2. reflect on how the diversity of the world affects their everyday lives, and
3. explore culturally diverse points of view through substantive research, including examination of primary sources.

	Excellent (5 points)	Adequate (3 points)	Nominal (1 point)
Compare cultural and social structures	An excellent response demonstrates ability to compare cultural and social structures with subtlety and consistency	An adequate response demonstrates an ability to compare cultural and social structures with lack of subtlety and/or consistency	A nominal response lacks an ability to compare cultural and social structures.
Understand how the diversity of world affects their everyday lives	An excellent response demonstrates a deep understanding of how the diversity of the world affects their everyday lives	An adequate response demonstrates an average ability to understanding how the diversity of the world affects their everyday lives	A nominal response demonstrates no attempt to understand how the diversity of the world affects their everyday lives.
Well-developed research using primary sources to explore a culturally diverse point of view	An excellent analysis demonstrates the student's consistent ability to use discipline-appropriate primary sources. The student interprets, rather than summarizes, relevant evidence. Student can formulate a well-positioned and well-supported argument or opinion by critically synthesizing multiple perspectives.	An adequate analysis demonstrates the student's inconsistent attempt to use discipline-appropriate primary sources. The student may make errors in documentation and/or grammar and mechanics. Student may summarize in large part rather than synthesize diverse points of view.	A nominal analysis demonstrates no attempt to edit or document. There are many errors in documentation and/or grammar and mechanics. The research is inadequate and/or fails to take a culturally diverse point of view.