

Millikin University
Student Learning in IN350 Sequential Requirement (University Studies)

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For 2011-2012
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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 the junior year. The IN350 Global Issues courses explore topics of global importance and build on the skills students have developed in previous sequential university studies courses (i.e., IN140, IN150, IN151, IN250, and IN251).

After serving as IN350 Coordinator from October 2009 to December 2010, Dr. Jervis was awarded a sabbatical leave and was replaced by Cheryl Hilgenberg, who assumed responsibilities as IN350 Coordinator January 21, 2011, who served through June 1, 2012. New IN350 Learning Goals were implemented Fall semester 2010 and were assessed in IN350 for the first time in the annual assessment report Spring 2011, and the same goals were used for assessment in this annual university assessment report prepared in Spring 2012.

As Dr. Jervis noted in the 2010 report, consistency has been difficult to attain because of different assessment processes and different faculty serving in the IN350 Coordinator position. The learning goals assessed in 2011 and 2012 were the same. February 1, 2012, the Council on Curriculum approved revised learning goals for the sequential courses which will be implemented Fall 2012. Valuable data from the assessment process will be analyzed to improve the continued implementation and assessment practices.

Learning Goals

The 2007 Nyberg Summer Seminar Project faculty team recommended the renaming of Global Studies to Global Issues to give new focus to the courses and revised the learning goals. Recommendations coming from this team were reviewed and revised during the 2007-2008 academic year, with final reforms voted on and passed by faculty university-wide in Spring 2008. The course description for IN350 courses for 2010-2011 is as follows:

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.).

The learning goals are that the student will 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.

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.

The IN350 courses facilitate students' global awareness, which is foundational for professional success, democratic citizenship, and a personal life of meaning and value and complements learning in the major to achieve the university mission.

Snapshot

According to the Course Listings on MU Online (retrieved 5-24-12), in Fall 2011, a total of 23 sections of IN350 Global Issues courses were offered (16 sections serving 248 students were taught in the traditional delivery format; 7 sections serving 91 students were taught in the PACE program delivery) with a total of 339 students enrolled in all sections. This is an increase over the 275 students enrolled in all sections in 2010-2011, the previous academic year.

In Spring 2012, 19 sections of IN350 Global Issues were taught with 299 students enrolled. Thirteen of the sections were offered in the traditional program with 224 students enrolled, and 75 students enrolled in the six sections provided in the PACE delivery format. Enrollments in spring semester 2011 and 2012 were very similar with total enrollments of 308 and 299 respectively.

Global Issues course offerings in the 2011-2012 academic year offered a wide array of choices for students. Faculty from a wide variety of disciplines offered courses as diverse as Islamic World; China and the World; Sociology of Globalization; Global Water Issues, and Transcultural Global Health. Many sections were offered on campus, but other offered travel experiences to international destinations.

The Learning Story

The 2010-2011 academic year was the first year for implementation of the new IN350 Global Issues learning goals that were recommended in the Nyberg Summer Seminar Project 2007 report. The new learning goals were revised by the Council on Curriculum during the 2007-2008 academic year, and voted on and passed by the full faculty in Spring 2008. 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 Nyberg Summer Seminar Project 2008 report further 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 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 paper with multiple drafts and guided revision. Students apply ethical reasoning to examine ethical and social justice issues and reflect on how a specific global issue affects them as democratic citizens locally as well as globally. The diversity of courses offered throughout the year presents opportunities to view the world from a different perspective and consider issues from a different cultural viewpoint. The skills of writing, reflection, and ethical reasoning that students learn in the IN350 Global Issues courses and the understanding of important topics affecting our world from a different perspective help students achieve the university mission of professional success and democratic citizenship in a global environment. Application of ethical reasoning fosters the development of a life of meaning and value.

Assessment Methods

A review of student artifacts that utilized a goals-focused rubric approved by IN350 Assessment Team (see Appendix A) was the method of assessment to determine achievement of the IN350 learning goals implemented the previous academic year.

The IN350 Coordinator instructed all faculty teaching an IN350 course to submit artifacts of student assignments that were to be used to assess achievement of IN350 learning goals. Faculty assisted in the assessment process by submitting more student artifacts for assessment this year. Fall 2011 semester, artifacts from four sections of IN350 were submitted (two sections submitted artifacts Fall 2010), and artifacts from sixteen sections were submitted from Spring 2012 (compared to six sections submitted Spring 2011 semester). Artifacts from both traditional and PACE courses were submitted and assessed this year. This is an improvement from last year when no artifacts were submitted from PACE courses. In 2009-2010, a total of 19 sections submitted artifacts for assessment; in 2010-2011, 8 sections submitted artifacts; and in 2011-2012, 20 sections submitted student artifacts.

The IN350 Assessment Team met May 24th to discuss the assessment process. Most faculty members had submitted electronic versions of artifacts to the newly established Moodle course management site; printed copies were received from faculty teaching five sections; two faculty members submitted artifacts to the IN350 Coordinator by e-mail. Samples were randomly selected from each section that submitted artifacts, printed, and divided equally among the three team members and coordinator for assessment.

The 2011 IN350 Assessment Rubric was reviewed and revised to include criteria for evaluating goal three: Engagement in activities characteristic of democratic citizenship (Appendix A). After discussing the assessment rubric, there was consensus among the assessment team members to use the same assessment tool for consistency. Concepts included to assess democratic citizenship were taken directly from the Statement about Democratic Citizenship which was provided to this IN350 Coordinator March 25, 2010.

In applying the rubric with a maximum score of 5.0, the group set benchmarks for a rating of green, yellow, and red in 2010-2011; these benchmarks were continued in 2011-2012. A mean score of 3.5—5.0 would be 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 were assessed by individual team members and results returned to the coordinator for analysis.

Assessment Data

The IN350 Assessment Team reviewed six artifacts from the four sections that submitted artifacts in Fall 2011. The following table presents the assessment results for Fall 2011. Fall 2010 data is presented for comparison trend data.

IN350 Learning Goal	Fall 2011 Mean Rating	Fall 2011 Overall Assessment	Fall 2010 Mean Rating	Fall 2010 Overall Assessment
1. Analyze a topic of global Importance (writing)	3.4	Yellow	2.5	Yellow
2. Reflect on issue's affect on them	3.4	Yellow	3.3	Yellow
3. Engage in democratic citizenship	3.8	Green	<i>Not assessed</i>	

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The IN350 Assessment Team assessed 51 artifacts from the sixteen IN350 sections that submitted materials for Spring 2012. The following table displays the findings of the team. Data from 2011 is included for comparison.

IN350 Learning Goal	Spring 2012 Mean Rating	Spring 2012 Overall Assessment	Spring 2011 Mean Rating	Spring 2011 Overall Assessment
1. Analyze a topic of global Importance (writing)	2.96	Yellow	2.36	Yellow
2. Reflect on issue's affect on them	3.80	Green	2.42	Yellow
3. Engage in democratic citizenship	3.74	Green	<i>Not assessed</i>	

In examining the success of meeting IN350 Global Issues learning goals for the entire 2010-2011 academic year, the data suggests that students are adequately meeting Goal 1 and Goal 2, but not at the level of excellence.

IN350 Learning Goal	2011-2012 Mean Rating	2011-2012 Overall Assessment	2010-2011 Mean Rating	2010-2011 Overall Assessment
1. Analyze a topic of global importance (writing thread)	3.14	Yellow	2.38	Yellow
2. Reflect on issue's affect on them	3.9	Green	2.55	Yellow
3. Engage in democratic citizenship	3.8	Green	<i>Not assessed</i>	

Analysis of Assessment Results

Learning Goals reflected in this assessment were implemented in IN350 courses in Fall 2010. Data from the analysis indicates students demonstrate difficulty with the writing thread reflected in Goal 1: Analyze a topic of global importance using discipline appropriate sources for substantive research. However, students are performing at the highest level (green) in meeting learning goals 2 and 3 demonstrating an improvement from the previous year.

As a review, in 2010-2011 were meeting learning Goal 1 and Goal 2 at an adequate (yellow) level, but not at the level of excellence. In interpreting the data, it is important to note that new learning goals were implemented in Fall 2010. Perhaps not all faculty members had adjusted their assignments so that achievement of the new learning goals was clearly evident in the artifacts submitted this year. Also, the number of sections submitting artifacts was low; this was possibly due to the transition in IN350 Coordinator leadership that occurred mid-year in January. Only eight sections turned in artifacts in 2010-2011, compared to 19 sections in 2009-2010. Twenty sections submitted artifacts in the current academic year.

All of the faculty members on the current 2011-2012 Assessment Team also participated on the IN350 Assessment Team last year. Although the team discussed rating of artifacts before beginning their individual assessments, perhaps the standards in applying the rubric were higher than previous years due to faculty experience and other factors. It is also important to note that although Global Issues is the final course in the sequential portion of University Studies for students entering as freshmen, many transfer students taking an IN350 course have not had the benefit of taking earlier foundational courses in the sequence. Junior transfer students are unlikely to have the same level of experience in writing and the lack of previous learning may be reflected in the artifacts submitted for assessment.

The yellow rating indicates that strategies to improve student achievement of learning goals needs to be explored.

Improvement Plan

Consistency in the IN350 Coordinator for three semesters and the establishment of an electronic site for collection of student artifacts using the Moodle course management system resulted in an increase of artifacts submitted for assessment. In the coming year, consistency in the process of artifact collection and assessment processes will be more likely produce a representative sample of artifacts. Timely communication with faculty as they are developing courses will encourage them to incorporate assessment practices into their courses. A recommendation for improvement is to obtain more artifacts for assessment from the PACE program. Early and more frequent contact needs to be made with faculty because of the accelerated courses that begin at several different points during the semester. 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.

Informal discussions with faculty suggested that there was consensus that it was difficult for faculty to include meaningful learning activities that that could be captured in student artifacts for assessment related to the third learning goal regarding democratic citizenship. Dr. Troy, IN250/251 Coordinator, and Dr. Cheryl Hilgenberg, IN350 Coordinator, held a meeting October 19th, 2011, for faculty teaching these courses to discuss issues of common interest, including the three learning goals. As a result of this meeting, suggestions were made to revise the learning goals (Appendix B). After meeting with all coordinators and the director of universities studies, the proposed Learning Goals were submitted to the Council on Curriculum and were approved February 1, 2012, with implementation to begin Fall 2012.

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. The annual IN350 Assessment Report is found on the Millikin Assessment page and is available to all faculty members. Increased effort needs to be directed at establishing conversations with all IN350 faculty to improve understanding of the revised IN350 learning goals (adopted 2-1-12) and discuss artifacts that can accurately reflect student learning in these areas. Past meetings with faculty teaching IN350 courses have proven valuable in encouraging dialogue and improving involvement. Additional meetings at times with encouragement of PACE faculty to attend will be beneficial in the future. Strategies to facilitate student learning and achievement of the IN350 learning goals will hopefully result in improved achievement of goals in the coming years.

Appendix A

Millikin University
University Studies

2012

IN350 Global Issues Assessment Rubric Applying 2010-2011 Learning Goals

Semester _____ 2012 _____

Goal	Excellent (5 points)	Adequate (3 points)	Nominal (1 point)	Score
1. Analyze a topic of global importance and associated ethical/social justice issues through substantive research, including examination of primary sources.	An excellent analysis demonstrates the student's consistent ability to use discipline-appropriate primary sources. The student interprets, rather than summarizes, relevant evidence. Students formulate a well-positioned and well-supported argument by critically synthesizing multiple perspectives on a topic of global importance and associated ethical/social justice issues through substantive research, including examination of primary sources.	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 on a topic of global importance and associated ethical/social justice issues through research, including examination of primary sources.	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 analyze a topic of global importance and associated ethical/social justice issues.	
2. Reflect on how a topic of global importance affects them as	An excellent reflection demonstrates a deep understanding of how a topic of	An adequate reflection demonstrates an average ability to understand how a topic of global	A nominal reflection demonstrates no attempt to understand how a topic of global	

democratic citizens of a global community as well as how their behavior relates to the topic locally and globally.	global importance affects them as democratic citizens of a global community as well as how their behavior relates to the topic locally and globally.	importance affects them as democratic citizens of a global community as well as how their behavior relates to the topic locally and globally.	importance affects them as democratic citizens of a global community as well as how their behavior relates to the topic locally and globally.	
3. Engage in activities characteristic of democratic citizenship in a global environment	Excellent democratic citizenship is demonstrated by significant participation in democratic processes, demonstration of knowledge about public affairs, analysis news and information, analysis of public policies, evaluating diverse opinions, supporting free speech, etc. (Statement 3/25/10)	Adequate democratic citizenship is demonstrated by some participation in democratic processes, demonstration of knowledge about public affairs, analysis news and information, analysis of public policies, evaluating diverse opinions, supporting free speech, etc.	Nominal democratic citizenship is characterized by weak understanding of the importance of participation in democratic processes, demonstration of knowledge about public affairs, analysis news and information, analysis of public policies, evaluating diverse opinions, supporting free speech, etc.	

Comment:
csh 5-23-12

Appendix B

Hilgenberg and Larry Proposed by faculty during an IN250, IN251, & IN350 Faculty Meeting, held by Cheryl Troy on October 19, 2011. Approved by Council on Curriculum February 1, 2012. See minutes.

CURRENT LEARNING GOALS	PROPOSED CHANGES
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IN250	IN250
<ol style="list-style-type: none"> 1. Analyze diverse cultures in the United States through the use of discipline-appropriate sources. 2. Reflect on ethical and social justice issues characteristic of a diverse democratic society. 3. Demonstrate an engagement in activities essential to responsible citizenship in the United States. 	<ol style="list-style-type: none"> 1. Analyze diverse cultures in the United States through the use of discipline-appropriate sources. 2. Use ethical reasoning to make a judgment about some aspect of the culture of the United States. 3. Reflect on your responsibilities as a democratic citizen in the United States.
IN251	IN251
<ol style="list-style-type: none"> 1. Analyze social structures within the United States through the use of discipline-appropriate sources. 2. Reflect on ethical and social justice issues characteristic of a diverse democratic society. 3. Engage in activities essential to responsible citizenship in the United States. 	<ol style="list-style-type: none"> 1. Analyze social structures within the United States through the use of discipline-appropriate sources. 2. Use ethical reasoning to make a judgment about some aspect of the structure of the United States. 3. Reflect on your responsibilities as a democratic citizen in the United States.
IN350	IN350
<ol style="list-style-type: none"> 1. Analyze a topic of global importance and associated ethical and social justice issues through substantive research, including examination of primary sources. 2. 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. 3. Engage in activities characteristic of democratic citizenship in a global environment. 	<ol style="list-style-type: none"> 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 your responsibilities as a democratic citizen in a global environment. <p>December 14, 2011</p>