

**Millikin University**  
**Student Learning in IN350 Global Issues Sequential Requirement (University Studies)**  
**Assessment Report 2013-2014**

by Dr. Carmella Braniger, IN350 Global Issues Coordinator

Assessment Team:  
Dr. Robert Money  
&  
Dr. Dan Monroe

July 1, 2014

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).

Dr. Shabana Mir served as IN350 Coordinator from August 2013 through December 2014, when she was released of her responsibilities to the University Studies program. Thereafter, Dr. Carmella Braniger served in this capacity and will continue to do so.

On April 25, 2014, the Council on Curriculum approved double-dipping rules for IN250, IN251, & IN350. Appendix C contains the proposal approved by COC. Please see 2014 catalog for further details on these changes.

Valuable data from the assessment process will be analyzed to improve the continued implementation and assessment practices.

### **Learning Goals**

The course description for IN350 courses for 2013 is as follows:

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

IN350 Learning Outcome Goals:

The student will be able to:

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

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

### Enrollment, Sections, & Average Class Size Data 2013-2014

	<b>Enrollment</b>	<b>Sections</b>	<b>Average Class Size</b>
Summer 2013	33	9	3.5
Fall 2013	308	16	19.25
PACE Fall 2013	62	7	8.9
<b>Combined Fall 2013</b>	<b>403</b>	<b>32</b>	<b>12.6</b>
January Immersion 2014	21	4	5.25
Spring 2014	281	14	20
PACE Spring 2014	42	5	8.4
<b>Combined Spring 2014</b>	<b>344</b>	<b>23</b>	<b>15</b>
<b>Total 2013-2014</b>	<b>747</b>	<b>55</b>	<b>13.6</b>

### Comparison enrollment data 2011-2014

<b>Semester</b>	<b>Enrollment</b>
Fall 2013	403
Fall 2012	536
Fall 2011	339
Spring 2014	344
Spring 2013	484
Spring 2012	308

The total number of sections offered in the year 2013-2014 was 55, compared to 47 the previous year. And 747 students were enrolled this year, compared to 1020 the previous year. 7 more sections were offered, yet 250 less students were served. Clearly, the average class size is decreasing, especially in Immersion and PACE sections, and should be reviewed with appropriate Deans for next year.

Total IN350 Fall 2013 enrollment was 403 students across 32 sections. This enrollment is lower by 133 students in Fall 2012 and higher by 64 in Fall 2011.

In Spring 2014, 23 sections of IN350 Global Issues were taught with 344 students enrolled. Total enrollment in spring semester 2014 was lower than Spring 2013 (484) yet higher than that of Spring 2012 (308). While the number of sections offered remains the same, overall enrollment is down this year and should be discussed with appropriate Deans.

Global Issues course offerings in the academic year 2013-2014 provided a broad range of choices for students. Faculty from a variety of disciplines offered courses as diverse as Literature of Totalitarianism; Global Approaches to Medicine and Health; Politics of the Veil; Indian Popular Cinema; Japanese Culture and World History; Global Environmentalism, and Women in Global Conflict. Many sections were offered

on campus, and some offered travel experiences to international destinations such as South African, Chile, and Dominican Republic.

### **The Learning Story**

The academic year 2012-2013 was the first year for implementation of the new IN350 Global Issues learning goals that were approved by the Council on Curriculum on 1 February 2012. 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. This year, implementation and assessment of the new learning goals continued.

The Nyberg Summer Seminar Project 2008 report developed three learning threads that were identified in the 2007 Nyberg report for focus in the sequential elements of the University Studies program: reflection, writing, and ethical reasoning. These three threads are evident in the IN350 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 make a judgment on global issues and reflect on their responsibilities as a democratic citizen in a global environment.

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—writing, reflection on democratic citizenship, and ethical reasoning—that students learn in the IN350 Global Issues courses and the understanding from a different perspective of important topics affecting our world helps students achieve the university mission 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 2013-2014 was the method of assessment to determine achievement of the IN350 learning goals implemented the previous academic year.

All faculty teaching an IN350 course were asked to instruct students to submit artifacts and assignments that were to be used to assess achievement of IN350 learning goals. Faculty assisted in the assessment process by submitting a significantly large number of student artifacts for assessment this year. As in the 2012-2013 academic year, artifacts from both traditional and PACE courses were submitted and assessed this year.

The IN350 Assessment Team for 2013-2014 was made up of the IN Coordinators: Dr. Carmella Braniger, Dr. Robert Money, and Dr. Dan Monroe. The team conferred on email and met July 25th to discuss the assessment process. This year, all artifacts submitted were provided as electronic versions via the established Moodle course management site. Artifacts were uploaded by students at Moodle folders set up for each learning goal (Global Issues/Writing; Ethical Reasoning; Democratic Citizenship). Instructions on uploading artifacts were provided at the start of the academic year to all faculty for distribution to students. Samples were randomly selected from the submitted artifacts, compiled digitally, and divided among the two team members and coordinator for assessment. 10% of artifacts submitted were pulled, as follows:

Traditional:  
Fall 2013  
308 enrolled  
163 submitted  
16 reviewed for each goal

Spring 2014  
281 enrolled  
129 submitted  
13 reviewed for each goal

January Immersion:  
36 enrolled  
14 submitted  
2 reviewed for each goal

PACE:  
Spring 2014  
42 enrolled  
20 submitted  
2 reviewed for each goal

Fall 2013  
62 enrolled  
43 submitted  
4 reviewed

The IN350 Assessment Team reviewed 37 artifacts for each goal. Dr. Money agreed to assess the artifacts for meeting goal two—ethical reasoning. Dr. Monore agreed to assess artifacts for meeting goal three—reflection on democratic citizenship, and Dr. Braniger agreed to assess artifacts for meeting goal one—written analysis on a global issue of importance.

Prior to meeting as a team, the coordinator selected sample artifacts from each section of IN350, for norming, and made these available to team members at the assessment meeting, along with last year's report. The 2013-2014 IN350 Assessment Rubric was reviewed by the Assessment Team. After discussion, the assessment team members decided to use the same assessment tool as last year for consistency. The 2013-14 IN350 Assessment Team also normed three artifacts—one for each goal criteria, then dismissed to assess each team members' remaining divided artifacts.

In 2010-2011, the assessment team set benchmarks for a rating of green, yellow, and red, applying the rubric with a maximum score of 5.0, use of these benchmarks has continued and will continue for consistency and trend analysis. A mean score of 3.5—5.0 is considered meeting expectations and would be awarded the green designation indicating excellence; a mean score of 2.0—3.4 would be designated yellow or adequate; and a mean score of 1.9 or below would be designated as red or nominal.

37 artifacts for each learning thread were randomly selected from across all sections of IN350 taught during the 2013-2014 academic year. This represents a 10% pool of artifacts.

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

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

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

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

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

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

### Assessment Data

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

#### 2013-2014 Assessment Results

IN350 Learning Goal	2012-2013 Mean Rating	2012-2013 Overall Assessment	2013-2014 Mean Rating	2013-2014 Overall Assessment
1. Analyze a topic of global Importance (writing)	3.9	Green	3.5	Green
2. Use ethical reasoning to make judgment about global issue	3.7	Green	3.05	Yellow
3. Reflect on your responsibilities as democratic citizen in global environment	3.7	Green	2.4	Yellow

In the next table, 2010-2012 data is presented for trend comparison, since these scores reflect the previous learning goals.

#### Comparison data:

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 effect on them	3.9	Green	2.55	Yellow
3. Engage in democratic citizenship	3.8	Green	<i>Not assessed</i>	

### Ethical Reasoning

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

Nominal (Red—Stop)	Adequate(Yellow—Caution)	Excellent (Green—Go)
12 (32%)	7 (19%)	18 (49%)

The data show that over two-thirds of students demonstrated at least adequate ethical reasoning skills. At the same time, nearly one-third of students demonstrated only nominal ethical reasoning skills. Most, if not all, of the artifacts that assessed as nominal were classified in that way because the writing simply did not engage in ethical reasoning. In the view of the assessor, in many of these cases, this was at least partially due to the type of prompt or assignment that was constructed. It is important that the prompt or assignment is constructed so that students are directed to do more than simply reflect on some ethical dimension of a global issue. Instead, prompts and assignments must be constructed so that students are directed to make a normative judgment – i.e., express their judgment about what *should* or *should not* be done with respect to some aspect of a global issue. In addition, prompts and assignments should be constructed in ways that direct students to support their judgment with reasons (i.e., make an argument) as well as anticipate opposition and reply.

### Writing

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

Nominal (Red—Stop)	Adequate(Yellow—Caution)	Excellent (Green—Go)
4 (11%)	10 (27%)	23 (62%)

The data show that over 80% of students demonstrated at least adequate writing skills. Only 11% of students demonstrated only nominal writing skills. Most, if not all, of the artifacts assessed as nominal were classified as such because the writing lacked sufficient use of primary sources and/or did not attempt to analyze the issues, relying too heavily on summary of content. Prompt design and more time on writing instruction could help improve student learning in this area. Guidance regarding the inclusion of significant academic content for summary and analysis could help improve source use. Instruction on direct citation could improve source use, as well. Guidance on how to organize ideas and evaluate issues could help improve students' arguments/positions and support for those arguments/positions.

### Reflection on Democratic Citizenship

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

Nominal (Red—Stop)	Adequate(Yellow—Caution)	Excellent (Green—Go)
10 (27%)	17 (46%)	10 (27%)

The data show that over two-thirds of students demonstrated at least adequate reflection skills. At the same time, nearly one-third of students demonstrated only nominal reflection reasoning skills. Reflection artifacts were thin on two of the required goals for democratic citizenship, to wit: **knowledge** of public affairs and **analysis** of news and information. Interestingly, the essays dealt much better with evaluating diverse opinions and understanding community activism; indeed, some assignments required students to engage in a community activism project. In the previous report, these two goals were flagged for not being met. Now that has been addressed but perhaps at the cost of content related to the other goals.

In general, the IN350 instructors are making a solid effort to meet the requirements with assignments that specifically task students to address the learning goals. The failure of some students to do so is not necessarily reflective of any systemic problem with IN350; rather, more reflective of the variables of student abilities and their responsiveness to the specifics of assigned work.

## **Analysis of Assessment Results**

### Excellence/Adequate in all learning goals in overall assessment results

In examining the success of meeting IN350 Global Issues learning goals for the entire 2013-2014 academic year, the data indicate a slight dip in performance. 2013-2014 has seen a return to Yellow/Green results in terms of overall outcomes this year. While there is a general decrease in the average scores of assessed artifacts, the only significant drop is in reflection on democratic citizenship. Scores for writing artifacts remain consistent not only with the previous year, but with 2011-2012, as well. The skill of writing has seen steady and consistent improvement and performance in the past three years. Ethical reasoning, a new skill for IN350 as of last year, decreased in means score, but not as significantly as the drop in reflection on democratic citizenship.

In 2013-2014, several factors may have facilitated the slight shift in scores. Coordinators made up the 2013-2014 Assessment Team, with experts in their respective areas assessing the three main learning threads: writing, ethical reasoning, and reflection. Being experts in writing, ethical reasoning, and democratic citizenship, Drs. Braniger, Money, and Monroe respectively assessed artifacts in their areas of expertise. The Coordinators are also intimately familiar with the learning outcomes of the program, as they designed and oversee the implementation of them. This Coordinator familiarity and expertise, and indeed, the fresh perspective on the IN350 curriculum they bring could have caused shifts in assessment scores. As noted above, assignment construction could also be a factor in the varying results, especially for the ethical reasoning artifact. One assessor notes varying capabilities in students as another factor effecting scores. Overall, the scores are a strong indicator that faculty are trying new approaches to meeting the new learning outcome goals—quite often with success. As faculty continue to acclimate to the integration of ethical reasoning, and as they, together, discover what exactly to should expect from students' reflections on democratic citizenship, the goals connected to these skills will show improvement in terms of student learning outcomes.

### 2. Learning Goal#1 shows consistent excellence

Students are performing well in their written analysis of global issues in IN350 courses. In 2010-2011 and 2011-2012, students were adequately meeting expectations in learning goal 1, but not at the level of excellence. Last year and this year, students demonstrated excellence in meeting learning goal #1, showing improvement from the previous two years.

While written analysis of global issues was the strongest point of the Global Issues artifacts, some of the common issues with this learning goal were as follows:

- a. Substantive analysis can be improved upon to ensure that research papers are fleshed out by student analysis and discussion.
- b. The writing intensive purpose of IN350 requires some emphasis in some cases.
- c. In some cases, students do not provide references and citations for their claims.

Faculty can be invited to provide and suggest relevant resources and development activities for IN350 instructors.

### 3. Ethical Reasoning: room for improvement

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

Unsurprisingly therefore, in the area of ethical reasoning, a new learning goal for Global Issues, the data show additional room for improvement in students' ability to engage in ethical reasoning to make a judgment about a global issue. The overall results for 2013-2014 show adequate.

Students would benefit from further clarity on a) the construction of an argument and counter-arguments, and b) on the need to make a judgment. This is an area that could be a focus of faculty development events and additional resources. The construction of assignments could be further sharpened to encourage students to go beyond the presentation of facts on the one hand and emotive discourse on ethical issues on the other. Reasoning is not pure reflection alone, though reflection can and should be an integral part of reasoning.

A powerpoint presentation that provides a basic introduction to ethical reasoning has been widely circulated among IN350 instructors and uploaded to the Moodle site for University Studies resources. Faculty are taking this goal seriously, and, indeed, over 70% of students are engaging in ethical reasoning. Continued faculty development for faculty should further improve faculty instruction and student learning.

#### 4. Democratic Citizenship: some room for improvement

The yellow rating for goal #3 indicates that strategies to improve student achievement of learning goals needs to be explored.

Reflection artifacts were thin on two of the required goals for democratic citizenship, to wit: **knowledge** of public affairs and **analysis** of news and information. Interestingly, the essays dealt much better with evaluating diverse opinions and understanding community activism; indeed, some assignments required students to engage in a community activism project. In the previous report, these two aspects of the goal were flagged for not being met. Now that has been addressed but perhaps at the cost of content related to the other goals. Continued faculty development for faculty should further improve faculty instruction and student learning.

### **Improvement Plan**

1. Increase enrollment, especially in PACE sections of IN350: The number of sections offered per semester remains consistent with last year. However, less students trafficked these sections in 2013-2014. Even so, traditional sections of IN350 averaged three times as many students per section as PACE and Immersion courses. The IN350 Coordinator should work with appropriate deans and faculty to better monitor and incentivize enrollment in PACE, Immersion, and rational IN350 courses.
2. The new double-dip rules should be reviewed by Coordinators to trouble-shoot areas that will need our attention as the new requirements take effect in Fall 2013. Courses in the majors meeting the IN350 requirements will be allowed to count toward the IN350 requirement. We should monitor and record trends over the next year and discuss the impact of the implementation of the double-dip rule for meeting learning outcomes for IN350.
3. Improve pedagogical delivery of ethical reasoning and reflection on democratic citizenship: data shows that we need to work on improving student learning for goals #2 & #3. Along with other IN Coordinators, the IN350 Coordinator should plan and host two campus-wide workshops on ethical reasoning and reflection on democratic citizenship. The ethical reasoning workshop should focus on assignment construction, as this was identified as an area for improvement based on the quality of ethical

reasoning artifacts received. Reflection workshop should focus on how to teach the synthesis of summary and analysis in reflection writing, as well as on how to elicit and document students' knowledge of public issues through reflection.

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

5. Faculty involvement in assessment: Early and more frequent contact has been made with faculty because of the accelerated courses that begin at several different points during the semester: this practice should continue. For improved achievement of IN350 learning goals, faculty members teaching IN350 courses need to engage in dialogue to share ideas and have input into the assessment process. Through faculty development events, faculty voice has been elicited by the University Studies program as a whole: this practice should be continued and strengthened. It is recommended that the assessment team continue to involve IN140 and IN250/251 Coordinator, but be enlarged to five members to incorporate additional faculty input and to strengthen faculty investment in the IN350 Global Studies program. For instructor information, the Assessment Rubric is available at the Moodle site for University Studies.

6. Faculty Dialogue regarding the teaching of IN350 Global Issues: In terms of developing faculty investment and a curricular core for Global Issues, it is felt that the conversation about Global Issues would benefit from wider faculty input. Since IN350 Global Issues is an interdisciplinary course, represented in a variety of subject areas, such a wider conversation is essential. Opening up a broader dialogue across campus would also facilitate clarification and sharpening of the assessment rubric.

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. 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

IN 350 Global Issues Assessment Rubric

IN 350 Global Issues Assessment Rubric 2013

Semester \_\_\_\_\_

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

<p>3. Reflect on your responsibilities as a democratic citizen in a global environment.</p>	<p>The student demonstrates an excellent understanding of their responsibilities as democratic citizens in a global environment by reflecting on most of the following:</p> <ul style="list-style-type: none"> <li>knowledge about public affairs;</li> <li>analysis of news and information;</li> <li>analysis of public policies;</li> <li>evaluation of diverse opinions;</li> <li>understanding of community activism.</li> </ul>	<p>The student demonstrates an adequate understanding of their responsibilities as democratic citizens in a global environment by reflecting on some of the following:</p> <ul style="list-style-type: none"> <li>knowledge about public affairs;</li> <li>analysis of news and information;</li> <li>analysis of public policies;</li> <li>evaluation of diverse opinions;</li> <li>understanding of community activism.</li> </ul>	<p>The student demonstrates a nominal understanding of their responsibilities as democratic citizens in a global environment by reflecting on few, if any of the following:</p> <ul style="list-style-type: none"> <li>knowledge about public affairs;</li> <li>analysis of news and information;</li> <li>analysis of public policies;</li> <li>evaluation of diverse opinions;</li> <li>understanding of community activism.</li> </ul>	
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IN350 Global Issues Assessment Rubric 2011-2012  
Applying 2010-2011 Learning Goals

Goal	Excellent (5 points)	Adequate (3 points)	Nominal (1 point)	Score
<p>1. Analyze a topic of global importance and associated ethical/social justice issues through substantive research, including examination of primary sources.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p>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.</p>	<p>An excellent reflection demonstrates a deep understanding of 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.</p>	<p>An adequate reflection demonstrates an average ability to understand 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.</p>	<p>A nominal reflection demonstrates no attempt to understand 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.</p>	

<p>3. Engage in activities characteristic of democratic citizenship in a global environment</p>	<p>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)</p>	<p>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.</p>	<p>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.</p>	
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## Appendix C

To: Millikin Faculty

From: Council on Curriculum

Re: Recommendations for Revisions to University Studies Curriculum

Date: May 1, 2014

The Council on Curriculum submits the following proposal to the faculty for its consideration.

**Recommendation #2: Subject to appropriate oversight to ensure that all required learning goals are delivered in an assessable way, permit “double-dipping” of all components of the University Studies program with courses in their major(s) or minor(s), with the exception of the first year program (i.e., IN140, IN150, and IN151). Continue to support appropriate oversight mechanisms to conduct course proposal review and approval and to ensure programmatic assessment.**

- Students are already permitted to “double dip” all nonsequential components of the University Studies program. For example, a student taking BI105, Ecology and Evolution can take this course as the first course in the biology major and use the course to meet the natural science with a lab requirement of University Studies. For example, a student taking PH213, Critical Thinking: Logic, can take this course as one of the requirements for the philosophy major and use the course to meet the quantitative reasoning requirement of University Studies. And so forth. This recommendation would extend the ability to double dip into the sequential program, with the exception of the first year program. For example, a student majoring or minoring in history would be able to take HI203, U.S. History to 1865 for the history major or minor and use the course to meet the U.S. Studies requirement (assuming the course meets the learning goals for IN250). A student majoring or minoring in sociology would be able to take SO365, Sociology of Globalization for the sociology major or minor and use the course to meet the Global Issues requirement (assuming the course meets the learning goals for IN350).
- This extension of double dipping would most likely apply to all currently delivered courses that are cross-listed between a course in the major or minor and a sequential element of the program (IN250, IN251, or IN350). These courses must already demonstrate that they meet the learning goals for the major or minor and for the university studies element with which they are cross-listed. These courses would also need to be reviewed to ensure that they meet either the current learning goals or all learning goals as revised in this set of recommendations, should they be enacted. Provided all students in the course are being instructed in a way that meets the learning goals specified for the major or minor and for the sequential element, the course should be permitted to count for both.
- The recommendation exempts for now the first year program. This exemption is based on two considerations. First, as we currently deliver the program, only the first year elements are delivered as completely stand-alone courses without any cross-list to a course in any major. Second, the Planning Team is recommending as an auxiliary recommendation that does not require faculty action at this time that a complete and detailed review of the first year program be undertaken over the summer. This review will include an examination of the First Week piece, IN140, IN150, and IN151. At this time, we should not restrict or impact

the nature of that work. When possible recommendations regarding reforms to the first year program are produced and brought to faculty, we can then determine if the rule permitting double dipping should extend to include elements in the first year program as well.

Alternatively, there may be good reason to conceive of and implement the first year program in a way that would make double dipping inappropriate. For example, permitting more widespread double dipping will reduce the interdisciplinary makeup of student populations in courses as students will likely utilize courses in the major to meet University Studies requirements. We may believe that this should be counteracted in some way and to some degree. Hence, we may decide to disallow double dipping with respect to the first year program as part of an effort to ensure interdisciplinary makeup of the student population and encourage breadth of educational experience. In any event, we should not prejudge this issue at this time.

- Appropriate oversight is required in order to ensure that courses in the majors (or minors) wishing to double dip as a University Studies elements actually address the learning goals that are essential to the specific University Studies element and not just the learning goals for the major (e.g., review of course syllabi, etc.). In addition, appropriate oversight is required in order to ensure that courses in the majors wishing to double dip as University Studies elements are subject to meaningful assessment, including artifact collection for review relative to the course learning goals required by the University Studies element.

Economic Impact: In the most extreme scenario, every student taking a course as an IN 250, IN 251, or IN 350 would replace that course with a currently-offered course within their major (or minor) requirements which they are already taking.