

Assessment Trend Report Student Learning Outcomes in IN350

October 2009

The goal of this report is to evaluate the assessment of student learning outcomes in the IN350 program. The report addresses four key questions to evaluate the quality of our assessment processes.

(1) How have we sustained the assessment effort over a multi-year period of time?

How many years have you completed an annual assessment report?

2006 2007 2008 2009

As one of the sequential elements of the MPSL, IN350 is not housed in a single department, and faculty members teaching IN350 courses come from all areas of the university. Prof. LaDona Martin-Frost, with help from Dr. Jacek Lubecki, Dr. Karla Luxner, and Prof. Mary Dwiggins first developed the plan and initial assessment report in 2006. In 2007, Dr Karla Luxner led assessment efforts. After funds were allotted to appoint an IN350 Coordinator, Dr. Alexa Royden was appointed in 2008 to lead assessment efforts, but she left the university before completing a report. Dr. Jo Ellen Jacobs was appointed in her place to help develop the ethical reasoning thread, a pedagogical implementation resulting from university-wide curriculum assessment. She submitted the annual report for 2009.

(2) How do we systematically and comprehensively collect and analyze data about student learning?

Because of the transitional nature of in leadership of IN 350, a variety of assessment methods have been used. Since 2006, a syllabus audit has been conducted as the main instrument of program review.

Student performance is assessed in two ways: survey of students at the end of a course and collection of artifacts. In the fall of 2005, a survey was developed to be administered by IN 350 faculty members at the end of the course. In the spring of 2009, artifacts were collected from **all** sections of the course.

Data has sporadically been collected for the survey over the past four years. The overall results for the surveys completed in Spring 2005, Fall 2005, Spring 2007 and Fall 2008 are shown in the following chart:

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

Performance indicators:	F08	S07	S05	F05	Average
1. Diversity	4.58	4.43	4.50	4.0	4.38
2. Affect life	4.28	4.39	4.22	3.7	4.15
3. Beyond USA	4.92	4.67	4.85	4.4	4.71
4. Diverse primary sources	4.71	4.45	4.58	4.0	4.44
5. Research	4.36	4.00	4.04	3.7	4.03
6. Theory	4.75	4.63	4.50	3.9	4.45
7. Perspectives different than mine	4.75	4.71	4.74	4.4	4.65
8. Collaboration	3.70	3.98	4.01	4.0	3.92
9. Sensitivity	4.51	4.37	4.42	3.9	4.30
10. Engagement	4.31	4.55	4.45	3.9	4.32

During Spring 2009, the iN350 Coordinator implemented student artifact collection. Between 3 and 5 artifacts including term papers, essay exams, and other major assignments were collected from every IN 350 course. The 100% compliance with this request demonstrates the cooperativeness and support of the IN 350 faculty. The coordinator of IN 350 used a single rubric to assess all artifacts on a 1-3 scale (1 indicating Nominal, 2 indicating Adequate, 3 indicating Excellent) on each of the three goals. Because of its recent implementation, there is no trend data to report on this point of collection.

(3) How do we use the analysis to improve curriculum and pedagogy and to inform decisions about budgets and strategic priorities?

Assessment-based changes in university-wide curriculum provided an opportunity for curriculum change, pedagogical initiatives, and budget priorities in IN350. In 2007, funds were made available to appoint a Coordinator to oversee the program's curriculum and pedagogy. Since the 2007 self-study, IN350 Coordinators have worked with small teams of faculty to develop and revise the student learning outcome goals.

A curriculum map of the learning goals for the MPSL during the 2006-2007 academic year, based on the three elements of the University Mission, displayed deficiencies in IN350 curriculum that were addressed in a funded Nyberg faculty study group during Summer 2007. In particular, this analysis showed that the curriculum was weak on ethical decision-making and preparation for active democratic citizenship in global communities. This analysis showed the university, in general, and IN350 faculty, in particular, that they needed to revise the IN350 curriculum and reform the pedagogy to better match curriculum with the university mission. Accordingly, the student learning outcomes were revised during the 2007-2008 academic year.

Through a series of workshops during 2008-09, the IN350 Coordinator introduced faculty to the new learning outcome—ethical reasoning—and led discussion about best ways to deliver this new outcome. Along with the other IN Coordinators, the IN350 Coordinator led workshops on the integration of ethical reasoning across all IN courses.

(4) How do we evaluate, modify, and continue to improve the student learning assessment process in this program?

The IN350 leadership has continued to revise and improve the student learning assessment process. They have used previous assessments to improve the assessment process. The most significant improvement is the collection of student artifacts, initiated this Spring 2009. Each leader has taken initiative to help improve the data collection and analysis processes. Assessment based changes in university-wide curriculum provided an opportunity for curriculum change, pedagogical initiatives, and budget priorities.

Evaluation from Focus Visit Leadership Team (includes Academic Deans, Program Leaders, and Focus Visit Report Writers)

FVLT Rating: Green

Academic program	Goal 1 (multi-year)	Goal 2 (data collection)	Goal 3 (Use assessment to improve)	Goal 4 (improve assessment)	Total
IN350	2	2	3	3	10

Based on the four questions/criteria, the Focus Visit Leadership Team rates IN350 program as green. Leadership turnover has caused some lack of data over the multi-year period. The program continues to work on developing systematic and comprehensive data collection and analysis processes. The program uses assessment to make pedagogical initiatives, curricular changes, and budget priority decisions, and continues to modify the assessment process, as needed. IN350 faculty are developing a culture of assessment in their program. Most significantly, Millikin faculty have revised the curriculum, adding an emphasis on ethical reasoning, reflection, and writing in IN350 courses. In addition, resources have been allotted to support the leadership of the program.