Assessment Trends Report  
Student Learning Outcomes in International and Global Studies  
November 2009

The goal of this report is to evaluate the assessment of student learning outcomes in International and Global Studies. 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     __X__2008     __X__2009

The learning goals and assessment process were developed by Eduardo Cabrera in conjunction with the chairs or leaders of the following departments: Art, Biology, English, Finance, Global Studies, History, Management, Philosophy, Political Science, and Sociology. The major is new, having transitioned from a nebulous International Studies major.

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

The learning goals for International and Global Studies (IGS) are:

1. Students will demonstrate awareness of contemporary international events and an appreciation of the culture/s of other countries.
2. Students will develop the ability to analyze international problems and change from the perspective of different countries.
3. Students will demonstrate an ability to analyze subtle interactions of politics, history and culture that take place within the international system.
4. Students will demonstrate an ability to do research on international and global issues.
5. Students will develop the ability to analyze and compare the responsibilities of citizenship from a local, national, and global perspective while studying in a foreign country.

Learning goals 1-4 are assessed using a rubric applied to a research paper in the capstone course, IN 410. Learning goal 5 is to be assessed using a rubric applied to a paper written after a student participates in a travel course to another country. Note: No students have yet completed goal 5, so it is as yet unassessed. The research papers are analyzed by the faculty who have team-taught the IN 410 course, and are analyzed for all students.

<table>
<thead>
<tr>
<th></th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2007-08</td>
<td>GREEN</td>
<td>GREEN</td>
<td>GREEN</td>
<td>GREEN</td>
<td>RED</td>
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<tr>
<td>AY 2008-09</td>
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<td>NO DATA</td>
<td>NO DATA</td>
<td>NO DATA</td>
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</tbody>
</table>

Note that the rubric used to analyze the research paper in IN 410 does not individually assess all four learning outcome goals it is intended to address, so by default they receive the same rating. Also note that no students took the capstone course in 2008-09, so there is no data for that year.

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

The program has not been modified as a result of assessment, partly due to the newness of the program and partly due to the lack of data. The annual reports have been sent to the Dean of the College of Arts and Sciences.

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

There have been no improvements in the assessment process, despite the inapplicability of the rubric to the first four learning goals and no students being assessed on the fifth.
Evaluation from Focus Visit Leadership Team (includes Academic Deans, Program Leaders, and Focus Visit Report Writers)

Rating: RED

<table>
<thead>
<tr>
<th>Academic program</th>
<th>Goal 1 (multi-year)</th>
<th>Goal 2 (data collection)</th>
<th>Goal 3 (Use assessment to improve)</th>
<th>Goal 4 (improve assessment)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>International and Global Studies</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
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Based on the four questions/criteria, the Focus Visit Leadership Team rates International and Global Studies as Red. Even though the program is new, it is clear that there are major flaws in the assessment process and there has been no effort to rectify this. A dearth of data makes it difficult to make changes as a result of assessment. Also, the utility of the fifth learning goal, which has not been met by any of the majors in the program, is in question.