Millikin University
Assessment Report for International and Global Studies Major
By
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Department of Modern Languages
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Executive Summary

The Modern Languages Department supports the mission of Millikin University in preparing students for professional success, democratic citizenship in a diverse global community, and a personal life of meaning and value. In the context of the International and Global Studies major, the mission of the Department is to produce graduates who achieve the following learning outcome goals:

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.

Snapshot:

It will correct the number of majors in the program as well as the number of graduates.

Learning Story:

The report provides an overview of how student learning takes place within the program. It will probably not be modified unless curriculum is.
Assessment Methods:

Two methods will be implemented for assessing the learning goals in the International and Global Studies Major:

I. In the capstone course, IN410: International Studies, we will be assessing the first four learning goals.
Artifact: a research paper.

II. The fifth learning goal will be individually assessed when each student participates in a Study Abroad program. He/she will write a report describing the outcome of the learning goal.
Artifact: a report.

Assessment Data:

The grading rubrics used to assess each learning goal have a maximum of 20 possible points. Those points have been divided for reporting purposes in the following way:
Excellent: 19-20; Adequate: 13-18; Nominal: less than 13.
The students should be ranked “adequate,” with a minimum of 13 points, if the learning goals are being achieved.

The following assessment criteria will be used to evaluate student progress in achieving the learning goals:

“Green light” (an acceptable level or clearly heading in the right direction and not requiring any immediate change in the course of action): 80% or more of the students ranked “adequate” or “excellent;”
“Yellow light” (not an acceptable level; either improving, but not as quickly as desired or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desire rate of improvement): 60% to 79% of the students ranked “adequate” or “excellent”; and
“Red light” (current status or direction of change is unacceptable. Immediate, high priority actions should be taken to address this area): fewer than 60% of the students ranked “adequate” or “excellent”.
Learning Goals 1-4:

IN 410 International Studies

During the academic year 2008-2009 the capstone course was not offered since there were no students who need it at that time.

Learning Goal 5:
Data will become available when major students participate in Study Abroad programs.

Improvement Plans:

Discussions for the improvement of the assessment of the learning goals in the International and Global Studies Major will take place on a regular basis by: the Coordinator of the program, the Dean of Teaching and Learning, the faculty members teaching the capstone course, and instructors teaching required courses for the major.

Enclusions:
Appendix 1 > Rubrics: Essay, Research Papers
Appendix 2 > Rubrics: Report, Reflection Papers
## Appendix 1: Rubrics

### Essays: Research Papers

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Adequate</th>
<th>Nominal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concepts and Thesis</strong></td>
<td>[5 points] Student shows a strong knowledge of concepts, and essay has a clear arguable thesis.</td>
<td>[3 points] Student shows a reasonable but less than complete knowledge of concepts, and essay has a thesis.</td>
<td>[1 point] Student shows a marginal awareness of concepts, and thesis is not clear.</td>
</tr>
<tr>
<td><strong>Organization of Ideas</strong></td>
<td>[5 points] Student defends his or her main idea very clearly, with strong organizational links using logically built paragraphs.</td>
<td>[3 points] Student defends his or her main idea somewhat clearly, with reasonably effective organizational links between and among his or her ideas.</td>
<td>[1 point] Student’s defense of his or her main idea is unclear; organizational links between and among his or her ideas are weak or nonexistent. Ineffective construction of paragraphs.</td>
</tr>
<tr>
<td><strong>Text Analysis</strong></td>
<td>[5 points] Clear and accurate analysis of texts. May show insight or originality in establishing a conclusion. Evidence of use of scholarly research.</td>
<td>[3 points] Competent explanation of the text. Some ambiguity or incompleteness may be present. Limited use of scholarly research.</td>
<td>[1 point] Paraphrasing or plot summary outweigh commentary. Absent of scholarly research.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>[5 points] Student’s writing is very strong and clear, free of errors in spelling, grammar, and mechanics.</td>
<td>[3 points] Student’s writing is reasonably clear; errors in spelling, grammar, and mechanics exist, but do not interfere seriously with understandability.</td>
<td>[1 point] Student’s writing is unclear. Errors in spelling, grammar, and mechanics seriously impair readability.</td>
</tr>
</tbody>
</table>

Excellent: 19-20  
Adequate: 13-18  
Nominal: less than 13.
# Appendix 2: Rubrics

Report: Reflection Papers

<table>
<thead>
<tr>
<th>Description of places visited</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Nominal</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activities in which student participated</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Nominal</th>
</tr>
</thead>
<tbody>
<tr>
<td>[5 points] Student shows involvement in meaningful educative activities.</td>
<td>[3 points] Student shows some involvement in meaningful educative activities.</td>
<td>[1 point] Very limited involvement in meaningful educative activities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal impact of the study abroad experience</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Nominal</th>
</tr>
</thead>
<tbody>
<tr>
<td>[5 points] Relevant comments on the impact of the study abroad experience at a personal and academic level.</td>
<td>[3 points] Some comments on the impact of the study abroad experience at a personal and academic level.</td>
<td>[1 point] Very few comments on the impact of the study abroad experience at a personal and academic level.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquired knowledge and understanding of other cultures</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Nominal</th>
</tr>
</thead>
<tbody>
<tr>
<td>[5 points] Clear explanation and understanding of concrete aspects of other cultures. Ability to compare them to student’s own culture.</td>
<td>[3 points] Explanation and understanding of concrete aspects of other cultures, but no comparison with student’s own culture.</td>
<td>[1 point] Some explanation of concrete aspects of other cultures.</td>
<td></td>
</tr>
</tbody>
</table>

Excellent: 19-20  
Adequate: 13-18  
Nominal: less than 13.