

Global Studies Department
Assessment report AY 2020-2021
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Before 2020, the Global Studies assessment plan was based on a capstone seminar that our majors were encouraged to take during their senior year. At the beginning of the term, the instructor evaluated students' writing skills with a purpose-designed assignment targeting one of our communication learning outcomes: *Convey complex information and ideas in English that is clear, robust, carefully edited, well organized, and stylistically engaging and accessible*. During the rest of the term, the capstone instructor worked intensively with the students on their writing and editing skills, and at the end of the term again assessed their writing skills. The pre- and post-test structure served to assess both our overall curriculum as well as students' writing skills after the interventions provided in the capstone. Unfortunately though, the FTE for the instructor teaching the capstone class was cut, and we have been unable to offer the course because we don't have the staffing for it.

Meanwhile, as a department we have completely revised and redesigned our undergraduate curriculum, adding new professional concentrations as well as new core foundational courses. The new curriculum will be implemented in Fall 2021.

It is clear, therefore, that we need an entirely fresh approach to assessment. For AY 20-21, I decided to revisit our learning outcomes for a more general understanding of how well our curriculum is currently addressing our learning outcomes, and which outcomes might need special attention as we implement our new curriculum. I was also concerned with whether our learning outcomes themselves, drafted in early 2014, are in need of revision in order to align with our new curriculum. Is their content still relevant, seven years after they were drafted? Are they written in a way that is meaningful to today's students?

To answer these questions, I created a Qualtrics survey enabling students to respond to each assessment criterion according to whether the major curriculum had addressed it "Enough" or "Not enough." I also added a third category "I'm not sure what this means" to determine whether our learning outcomes themselves are transparent to undergraduate students. The survey can be found on page 2 of this report.

The Qualtrics survey was sent in Week 8 to all Global Studies majors who applied for graduation in spring 2021. While the results are not yet all in, it was necessary to send it out late enough in the term that it would reflect their summative experience at the end of their coursework.

This assessment plan will give us concrete evidence of whether students believe our curriculum is meeting our goals, as well as concrete evidence of whether those goals are transparent to students. With this information, we will be able to 1) update and rewrite the learning outcomes where appropriate; and, 2) emphasize the learning outcomes that students have indicated our current curriculum is not addressing enough.

Critical thinking

	Enough	Not enough	I'm not sure what this means
Use analytical intellectual tools to examine global issues in the primary thematic areas of the department: international development, culture and globalization, gender and development, environment, global health and development, and crosscultural communication and understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically analyze the complex interrelationships that exist among nations and between peoples and communities in the interdependent modern world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ methods of interdisciplinary social science research: use library databases to find relevant literature, evaluate the strengths and weaknesses of academic arguments, and use evidence to support arguments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt and apply a critical and well-grounded understanding of multiple worldviews, experiences, power structures, and ethical and cultural positions in relation to contemporary global problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Content knowledge

	Enough	Not enough	I'm not sure what this means
Describe, explain and apply basic knowledge of the historic and contemporary role and effects of different international actors in the global system (e.g., multilateral and bilateral organizations, development agencies, nation-states, philanthropic and non-governmental organization).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe and discuss the history, culture, society, geography, and political economy of a major world region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe, explain and apply basic knowledge of a professional concentration area that maps onto a real-world career objective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication

	Enough	Not enough	I'm not sure what this means
Demonstrate receptive and productive proficiency in at least one language other than English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convey complex information and ideas in English that is clear, robust, carefully edited, well organized, and stylistically engaging and accessible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with people from a diverse range of cultural, religious, ethnic, national, and other identities in a way that is respectful and informed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use knowledge and skills to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>