

Program of Study Learning Outcomes Assessment Report

Assessment Cycle	2020-2021
Program of Study	Global and International Studies
Department	Center for Intercultural Studies
Date of Departmental Approval	10/1/21
Name of Submitter	Elizabeth P. Roe

Date of data distribution: __9/29/21_____

PLO data from 2020-2021. The Global and International Studies major was not assessed until 20-21, so this assessment is based on one year of data.

Date of meeting: __10/1/21_____

The department met on the date above to discuss the data, identify key strengths and challenges, and to formulate action steps for responding to the challenges (i.e., for closing the loop over time).

The participants in the meeting were: Elizabeth P. Roe. Scott Waalkes, who also teaches within GIS was given the information and provided the opportunity to give feedback.

Mission Statement: To prepare students to serve and promote social and biblical justice within international communities.

Program Goals (these are broad goals rather than specific, measurable learning outcomes)

- Understand global issues from historical to current times
- Critically analyze global issues from perspectives of personal life, Christian faith, and/or ethics
- Understands and apply diverse theoretical approaches that apply justice, reconciliation, peace, and truth to global issues
- Address a global issue from disciplinary and social justice oriented perspectives in order to serve the church, community and world.

Key Strengths and Challenges in Program Learning Outcomes (PLOs)

Key Strength #1

Wording of PLO: Understands and apply diverse theoretical approaches that apply justice, reconciliation, peace, and truth to global issues

Brief summary of the evidence used to identify PLO as a key strength, including reference to the amount and quality of the evidence.

Students were assessed after writing and presenting a paper on a global issue in their Global Practice capstone course. Students write a research paper on a global practice topic. Each paper and oral presentation must include: description; history; current issue; how their discipline is involved or rationale for how they could be involved; ethical Issues; faith considerations. The final part of the paper should discuss how to combine the skills of their discipline, with what they have learned in the course about social justice and anti-oppressive practice to develop ethical practice within this area of international or global practice.

All 7 students exceeded expectations with an average score of 4.57/5. Students have a solid understanding of how to apply theoretical approaches to justice, reconciliation, peace, and truth to a specific global issues that they care about.

Key Strength #2

Wording of PLO: Demonstrates ability to critically analyze global issues from perspectives of personal life, Christian faith, and/or ethics.

Students were assessed after writing and presenting a paper on a global issue in their Global Practice capstone course. Students write a well-researched paper on a global practice topic. Each paper and oral presentation must include: description; history; current issue; how their discipline is involved or rationale for how they could be involved; ethical Issues; faith considerations. The final part of the paper should discuss how to combine the skills of their discipline, with what they have learned in the course about social justice and anti-oppressive practice to develop ethical practice within this area of international or global practice. Paper must 10-15 pages in length and include a minimum of eight scholarly sources. Include in-text citations and a reference list.

All 7 students met or exceeded expectations with an average score of 4.28/5. Students have a solid understanding of how to apply faith and worldview to global issues of concern.

Key Challenge

Wording of PLO:

Communicates an effective plan to address a global issue from a disciplinary and social justice oriented perspective in order to serve the church, community and world.

Students were assessed after writing and presenting a paper on a global issue in their Global Practice capstone course. Students write a research paper on a global practice topic. Each paper and oral presentation must include: description; history; current issue; how their discipline is involved or rationale for how they could be involved; ethical Issues; faith considerations. The final part of the paper should discuss how to combine the skills of their discipline, with what they have learned in the course about social justice and anti-oppressive practice to develop ethical practice within this area of international or global practice.

The average score was 3.85/5. All but one student met or exceeded the expectation; but this was the lowest score of all the outcomes assessed. It is also the only PLO that was assessed without a previous draft and an opportunity to edit the assignment. This is the most challenging learning as it requires a level of skill and application even within areas of study that are less applied. Overall, students did an acceptable job; however there is the most room for improvement for this PLO.

Proposed Action Steps

Professor will organize class time to have students present a draft of their global practice ideas. Before students finalize their final paper and are assessed on this PLO, students will discuss their ideas, brainstorm new ideas while receiving feedback that can be used in finalizing their capstone paper.

Implications for Planning and Budgeting

Syllabus will be edited to create space for this. There are no budgetary needs.

Enter your mapping information in the [Mapping PLOs to MU Educational Goals](#) Google sheet