

Program of Study Learning Outcomes Assessment Report
Version 05.09.22

Assessment Cycle	2021-2022
Program of Study	Global and International Studies
Department	Center for Intercultural Studies
Date of Departmental Approval	10/24/22
Name of Submitter	Elizabeth P. Roe

PLO data from the current assessment cycle (and relevant data from one or more prior years) for the program of study were distributed to departmental faculty on the date(s) below:

Data Distribution Date(s):10/21/22

The relevant group of instructors met on the date(s) below to discuss the data, identify strengths and challenges, formulate action steps for responding to the challenges, and communicating strengths to relevant audiences.

Meeting Date(s): 10/24/22

Participants in the meeting(s) were:Scott Waalkes and Elizabeth P. Roe

Mission Statement

Program Goals

These are broad goals rather than specific, measurable learning outcomes.

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 and Scott Waalkes

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.

Strengths in Program Learning Outcomes (PLOs)

Wording of PLO for Strength #1:

Understand global issues from historical to current times.

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 3 Global and International Studies majors exceeded expectations with an average score of 4.6/5. Students had a solid understanding of how to understand global issues from historical to current times.

Wording of PLO for Strength #2:

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 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 3 GIS majors exceeded expectations with an average score of 4.3/5. Students have a solid understanding of how to critically analyze global issues from perspectives of personal life, Christian faith, and/or ethics.

Challenges in Program Learning Outcomes (PLOs)

Wording of PLO for Challenge #1:

Communicates an effective plan to address a global issue from disciplinary and social justice oriented perspectives 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.

Two of the three GIS majors assessed exceeded expectations and the average score was above expectation at 3.6; however, this was the lowest score of the four areas assessed. The average score was lowered due to one out of three students receiving a score of two, due to not responding adequately to the final prompt in the syllabus. With only three Global and International Studies majors assessed, this lowered the overall score.

Wording of PLO for Challenge #2:

Understands and apply diverse theoretical approaches that apply justice, reconciliation, peace, and truth to global issues

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 three GIS majors assessed exceeded expectations and the average score was above expectation at 3.8; however, this was the second lowest score of the four areas assessed.

Action Steps to Respond to Key Challenges

Key Challenge #1: Last year's response to our key challenge of improving PLO "Communicates an effective plan to address a global issue from disciplinary and social justice oriented perspective in order to serve the church, community and world" was to 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.

The lowest score improved from last year, but the average score did not increase. The professor will have students create a formal draft presentation of their plan to address a global issue in class in order to receive verbal feedback from both the instructor and class participants as a way of helping the students to improve on this important, yet challenging PLO.

Key Challenge #2: Our second key challenge this year is to improve the score of PLO "Understands and apply diverse theoretical approaches that apply justice, reconciliation, peace, and truth to global issues." All students met the expectation, but the average score would be improved if students more clearly named the theories they were applying principles from. The professor will emphasize the instructions in a clearer manner, asking students to name the approaches they are applying to their global issue.

Recording Strengths and Challenges for Institutional-Level Assessment

Copy and paste 2 key strengths and 1 key challenge for this program of study into the [Mapping PLOs to MU Educational Goals](#) Google Sheet.

Identification of a key strength or key challenge should be based on the quantity, quality, and trends in the evidence of student learning. Only share and map PLOs for which the evidence clearly and compellingly indicates a strength or challenge in student learning.

Naming and Submitting the Report

Each department will submit one or more **Program of Study** Learning Outcomes Assessment Reports (see Appendix A for a list of programs of study)

- Length of report is 2 to 3 pages
- Follow this example to name your file: 2022 Bus Tech -- Accounting LOA Report
- Save report in PDF format
- Email PDF attachment to Sara Burke (sburke@malone.edu), Director of Institutional Reporting and Data Management OR submit via Google Folder.

