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MA 21: The International Studies Curriculum: In Search of Best Practices

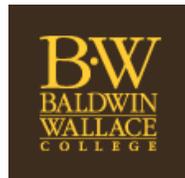
How to be Sure Our Students are Learning What We are Teaching

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Abstract

Colleges and universities increasingly stress the need to improve and assess student learning as part of an ongoing process of program and institutional review. Assessment poses special challenges for interdisciplinary programs like international studies since courses and faculty are often drawn from *multiple departments, and student interest and areas of specialization can vary widely*. Basic questions related to assessment focus on what information to collect, how to review and interpret what is gathered, and how to use the results of evaluation. The answers to these questions will reflect disciplinary and institutional culture and can complicate documenting and improving instructional quality. How can these issues be handled for the increasingly common interdisciplinary International Studies major? This paper will address basic questions related to assessment and will provide examples of both direct and indirect measures of student learning which can be used for assessment as well as various types of course- and program-level methods with special attention given to the use of the capstone seminar, a common feature in most international studies majors. Baldwin-Wallace's assessment will be used as an illustrative example of program assessment.

Why do we assess? Who wants assessment results?

Ask these questions among faculty and the results are guaranteed to bring groans, shrugged shoulders and mystified gazes. Yet, as faculty, we cannot escape the reality of assessment. The challenge is to do what we regularly ask our students to do, i.e. to think intentionally about the task at hand, understand the assignment and work as intelligently as possible to meet the prescribed guidelines. With luck and good planning, we – like our students – may actually learn something in the process.

Take a look at the figure on the next page. Look closely at the components and background. What do you see?

What do you see?*



Do you see four cubes on a diamond? Or do you see four arrows intersecting and connecting the elements needed to promote effective assessment?

* Sincere thanks to the authors of *The Assessment CyberGuide for Learning Goals and Outcomes* (2nd ed.) from which this graphic was adapted.

Because assessment is so widely utilized today, there are multiple audiences for assessment, each with somewhat different interests, needs and views on assessment. It is helpful to think of the assessment process as a common thread running through a nested institutional hierarchy built on course offerings within individual departments or programs. Depending on the campus, departments/programs are part of divisions or colleges usually within Academic Affairs. Learning occurs campus wide and is overseen by a President and Board who report periodically to accrediting agencies and other constituencies. At each level assessors are likely to need to compile results from reporting units to document a variety of different objectives related to student learning, effective teaching and program quality.

Here are the most common types of assessment which those engaged in assessment of International Studies programs may need to address.

- Individual course assessment: Assessments of student learning individually and as part of a class are used by instructors in the classroom setting to evaluate courses and compare results over time to improve teaching effectiveness. All faculty are presumed to do some sort of informal assessment of teaching on a regular basis for both formative and summative purposes. Faculty are also expected to make available assessment results for other purposes such as promotion and tenure, or as part of a departmental, program or a larger institutional assessment process.
- Departmental and program assessment: Groups of courses are assessed in aggregate to gauge student learning and teaching of effectiveness developmentally over time.
- Institutional assessment: Campus wide evaluations of student learning and teaching effectiveness are also used to compare majors and programs within the institution and by accrediting institutions, donors and grantors.

The American Association of Higher Education recognized the multiple constituencies interested in assessment. To understand the “politics” of assessment is to know which types of assessment are necessary, who will use the results for what. Because assessment is a process which is part of a larger educational system and because learning occurs throughout that system, tension has developed between assessment for improvement and assessment for accountability. (“The Absolute Basics...”) The focus here is on student learning with the intent to capture what has occurred both within and outside the classroom. Most institutions will provide guidance in designing and implementing an assessment plan. In this regard it is worthwhile to find your Director of Assessment and/or Institutional Research to determine what others are doing at your institution and piggyback on existing initiatives or seek suggestions for improvement if your program already has an ongoing assessment plan. The local assessment guru is best prepared to provide guidance in specific institutional needs and requirements for accrediting agencies. B-W is fortunate in having an excellent Director of Institutional Research who runs regular assessment training workshops and works regularly with departments to capture key aspects of many varied programs. Such a person can provide invaluable assistance. (“Ensuring Student Learning. . .”) for this faculty-led process.

There are countless resources which address the more general aims of good assessment practices. Among the best are the American Association for Higher Education's "9 Principles of Good Practice for Assessing Student Learning." Authored by Alexander Astin and others and based on 20 years of assessment practice, these principles root assessment practices in student learning as an ongoing formative and summative process for students and faculty alike. Specific disciplines are also developing their own assessment procedures related to the specific content and learning experiences associated with their majors. Political science and psychology are illustrative and provide useful examples of the multiple options available to meet varying needs. Especially helpful is Michelle Deardorff's Assessment in Political Science (2009). Deardorff and her colleagues present an overview of multiple aspects of assessment, give suggestions on how to set up departmental and program assessment and address how to design a meaningful feedback process which will allow for improvement over time.

"Best practices" which are regularly stressed in the assessment literature revolve around the following maxims. Assessment needs to be kept as simple as possible yet must also be

- explicit – Are learning outcomes stressed by faculty with students?
- meaningful – Does it fit your campus?
- measurable – Does data provide evidence of results?
- manageable – Are enough outcomes included to cover multiple measures and to show breadth without exhausting assessors?
- longitudinal – While not all outcomes need to be assessed every year, are enough results collected over time and attention given to patterns which emerge?
- holistic – Are qualitative outcomes which may not be captured in quantitative measures included when appropriate?
- self-correcting – Is there a feedback loop which assessors use to provide changes where needed, i.e. to provide for continuous improvement in the program but also to assess the assessment process itself?

Good assessment which is sustainable over time is the goal. Learning from others through adaptation of promising methods (as opposed to adoption) works best since, despite commonalities, each major or program has its own features.

Applying Strategies: B-W's Experience

Interdisciplinary programs like International Studies pose additional challenges because of the multiple content areas included and the lack of a standard set of courses all students are required to take. While consensus seems to be emerging on the most commonly included courses in an

International studies major, there is still variation across campuses. (Brown, Pegg and Shuely) Looking at an example of one campus' assessment plan provides a means for indicating options.

Because assessment must be tied to the local context, some institutional background is necessary to understand the campus setting for B-W's International Studies major. B-W was founded in 1845 with the goal of providing education to all, without regard to race, gender, ethnicity or wealth. It is a thriving liberal arts comprehensive college with an enrollment of approximately 4000 students, located in the suburbs of Cleveland, Ohio, on the banks of Lake Erie.

The International Studies major embodies the current commitment to internationalization and is rooted in priorities evident when John Baldwin founded Baldwin University in 1845 as one of the first colleges in Ohio to admit students without regard to race or gender. He also donated funding to begin two high schools in Bangalore, India in the 1880s. This international focus was reaffirmed when Baldwin University merged with German Wallace College in 1913. Baldwin's globalizing vision resonates with the College's current Mission Statement adopted in 2000 which states that B-W "assists students in their preparation to become contributing, compassionate citizens of an increasingly global society." Key goals include developing a 21st century curriculum which fosters a global perspective, affirms diversity and enhances intercultural interaction.

Using Multiple Methods to Assess Student Learning Outcomes

The learning outcomes for the International Studies major were developed by an interdisciplinary group of faculty whose courses are included in the major. Major requirements are summarized in Appendix A. The learning outcomes selected include the following:

Learning Outcome 1. Student shows ability to comprehend, analyze and draw conclusions regarding international issues.

Learning Outcome 2. Student shows ability in course work, papers and projects to integrate two or more academic disciplines related to the International Studies Major.

Learning Outcome 3. Student has demonstrated ability to function in a diverse setting.

Learning Outcome 4. Student shows interest in and willingness to learn from others who are different.

Multiple means of assessment for each learning outcome are used to provide greater reliability and criteria for success have been identified. Assessment reports are compiled annually with one or two learning outcomes focused on in the yearly report. Yearly results are evaluated and changes in methods are considered and instituted as deemed appropriate. The following table shows the assessment methods currently in use and the most recent modifications.

Type of Assessment	How Used	Criteria for Success
<p>Student pre & post surveys of perceived competency on learning outcomes were used from 2008-2010</p> <p><i>(These surveys were subsequently dropped. While they indicated students' perceived learning, results were inflated by students.)</i></p>	<p>Student surveys were administered in INT 200 (Intro to Intl Studies), POL 221 (Intl Politics) , POL 211 (Comparative Pol) & INT 463 (capstone seminar) at the beginning & end of fall 2010 & spring 2011 asking students to self-assess their competency on Learning Outcomes 1-4.</p>	<p>Students' responses are compared across all surveyed classes to determine their perception of their competency. We hope they will feel their competency have improved. Once results from several years are collected, they will also be used to determine if students' self-assessment of competency is higher in upper division classes and among majors.</p>
<p>Faculty Assessment of student competency on learning outcomes since 1998.</p> <p><i>(In fall 2011 instructors were asked to base assessment on a course embedded assignment(s).)</i></p>	<p>Faculty assessed all students in the same classes at the end of the semester in fall 2010 and spring 2011. In fall 2010 faculty doing these assessments met to discuss survey methods and calibrate their responses.</p>	<p>The results will be used initially to determine if major/minor ratings on learning outcomes are higher than non-majors and if competency increases in upper division and capstone courses.</p>
<p>NSSE 2008-2011 results of student engagement in activities related to learning outcomes</p>	<p>Selected items for all B-W students compared to International Studies majors to determine levels of engagement in curricular and cocurricular activities</p>	<p>International Studies majors score higher than non-International Studies majors.</p>
<p>Senior Surveys regarding major course work and related experiences</p>	<p>Open-ended surveys of graduating seniors were administered in the final semester to ascertain student impressions of the major.</p>	<p>Student assessment of learning in courses, study abroad & related experiences</p>
<p>Reflective Portfolios</p>	<p>Junior and senior students in INT 490 assemble portfolios highlighting their B-W experiences with the INT major</p>	<p>Degree of sophistication in thinking & communicating about their experiences</p>
<p>Alumni Survey (Fall 2011)</p>	<p>Administered every five years</p>	<p>Value of coursework & related experiences while at B-W</p>

What follows provides a brief descript of how each type of assessment was administered, the results obtained and their interpretation.

Student Self-Assessment: Students in the required Introduction to International Studies class (INT 200) and International Studies capstone (INT 463) as well as the required political science course (POL 221 or POL 211) were administered pre and post surveys (Appendix B1 and B2) to self-assess their

perceived competency on the learning outcomes. Results of these surveys for 2010-11 are available in Appendix B3 and B4 for 2010-11.

Summary of Results and Interpretation: *Analysis of the data in which students assessed their perceived competency on a 1-4 scale with 1 as lowest and 4 as highest showed that generally students assess their competencies at relatively high levels between a 3 response of “somewhat agree” and a 4 response of “strongly agree” and perceive themselves as more competent by the end of the semester.*

Spring 2011 results are typical. Students’ perceptions of competency tend to increase over the semester for all groups on most outcomes with occasional exceptions. Spring 2011 results which include comparison with mostly juniors and seniors in the INT 463 capstone seminar show that majors, minors and others generally perceive themselves as more or equally competent in all courses surveyed with occasional exceptions. Spring results allow comparison of results of introductory courses with the INT capstone. Because any of the 200 level courses may be the first course students take in the major, it is interesting to note that INT major/minor pre-test responses in the INT capstone tend to be higher than pre-test responses in the other courses but this is not true of post-test responses. INT capstone responses slightly decline on some Learning Outcome. See Appendix B1 and B2 for complete results.

What this data revealed is that because of the small number of INT majors and minors in the classes, a small change in number of responses can shift the balance of responses in the resulting totals. A good example of this is the INT minor response from one student in POL 211 and 221 in Appendix B4. These students’ relatively high estimation of competency inflates minor response data. It is interesting to note that virtually all students consider themselves to possess relatively high levels of competency. Even in the pretest, means are all at 3.00 or above. These results provide some indication that students generally feel they are learning, but does not allow for determination of specific knowledge or skills which have improved, or explain the declines which occur in some post-test responses. As a result, the faculty involved decided to drop the student surveys and modify the faculty assessment to focus on specific assignments within the targeted courses.

Faculty Assessment of Student Learning Outcomes: Faculty teaching the required courses in the International Studies major assessed student competencies using a rubric (Appendix C1). They have worked to design the common rubric and to calibrate their results. Results for 3 semesters are included in Appendices C2 and C3.

Summary of Results and Interpretation: *Appendix 3C shows a cumulative comparison of faculty assessment of INT majors, minors and others for lower and upper level courses (INT 200, POL 211, POL 221 and INT 463) for spring 2010 and spring 2011 compared to three courses (INT 200, POL 211 and POL 221) for fall 2010 when INT 463 is not offered. Faculty assessment of mean competency levels across courses is generally high, i.e. usually at 2.50 or above (on a 1-4 scale with 4 as highest) for majors and above 2 for minors and others. Assessments of competencies have also tended to show a modest decline over time. However, neither of these trends is significant with the exception of INT minors who have shown a more dramatic decline than majors and others. These numbers could be impacted by the relatively small number of students overall and in the subgroups. Appendix C3 shows faculty assessments of student competencies across courses for spring 2011. Generally mean scores tend to increase as students’ progress with faculty assessments of INT 200 lower than other courses showing fewer students with advanced abilities. However, any of these 200 level courses could be the entry point for the major so one would anticipate higher scores for majors and minors in INT 463 which is generally true.*

Faculty involved have met to discuss these results and decided to continue to use the common rubric combined with assessment of a course-embedded assignment which embodied the learning outcome. This new process began in fall 2011. Preliminary results are included in Appendix C4. For INT 200 (Introduction to International Studies) assessment was based on 1) student briefing written for selected country leaders' current political, social and economic challenges (for Learning Outcome 1), 2) the final exam essay answers requiring integration of political, economic, social, historical and cultural factors (for Learning Outcome 2) and 3) in-class simulations and group work (for Learning Outcome 3). For POL 221 (Comparative Politics) students final exam answers display understanding of domestic and global linkages and integration of history, politics and economics (for Learning Outcomes 1 and 2). For POL 211 (International Politics) students prepare homework exercises on selected topics (Learning Outcome 2), and prepare op-ed essays on current issues (Learning Outcome 3).

Comparison to National and Institutional Norms (NSSE) and to Students Own Experience: Other indicators of student engagement in activities relevant to the learning outcomes are provided by the National Survey of Student Engagement. NSSE provides a point of comparison both nationally and within the institution. These results are also supplemented by open-ended Senior Surveys of all graduating majors. For Learning Outcome 2, which was selected as illustrative, two NSSE items, including diverse perspectives on class assignments and understanding people of diverse backgrounds, were chosen as indicators because they indicate an ability to interpret what is learned in other disciplines and use it to enhance interdisciplinary comprehension of people and events.

Summary of Results and Interpretation: NSSE responses on items related to INT Learning Outcomes were chosen to provide a basis for comparison of International Studies majors' responses to B-W students generally, even though the number of INT responses is not large enough to be statistically significant. However, based on what these comparisons suggest, International Studies majors generally seem to be more engaged in activities related to all learning outcomes including analyzing international issues, integrating diverse perspectives and engaging actively with others in a variety of ways. Interestingly enough, the data suggest that International Studies majors as freshman and as seniors exceed B-W students generally in all these areas, likely resulting from their greater interest and engagement both inside and outside the classroom. Results below are reported for only Learning Outcome 2 which focuses on interdisciplinary analysis and is one of the more difficult learning outcomes to assess but show strong performance by International Studies majors.

This impression is further substantiated by the results of Senior Surveys administered to graduates at the end of spring semester 2010 and 2011. Relevant student comments related to the Learning Outcomes are included below as is data on numbers of double or triple majors and those studying abroad which provide further indication of interdisciplinary and intercultural skills This exit survey includes a course mapping exercise in which students indicate electives chosen.

Table 2. Learning Outcome 2. Integrate Disciplines <i>Student shows ability in course work, papers and projects to integrate two or more academic disciplines related to the International Studies Major.</i>	2008-09		2009-10		2010-11	
	Freshman (6 students)	Senior (8 students)	Freshman (5 students)	Seniors (6 students)	Freshmen (6 students)	Seniors (6 students)
	Mean INT Response (BW Response)					
(1.e.) <i>Included diverse perspectives in class discussions or writing assignments</i>	INT 3.50 (BW 2.93)	INT 3.38 (BW 2.90)	INT 3.00 (BW 3.04)	INT 3.67 (BW 2.80)	INT 3.33 (BW 3.15)	INT 3.67 (BW 2.87)
(11.1.) <i>Understanding people of other racial and ethnic backgrounds</i>	INT 3.00 (BW 2.89)	INT 3.13 (BW 2.81)	INT 3.00 (BW 2.90)	INT 3.00 (BW 2.74)	INT 2.83 (BW 3.00)	INT 3.17 (BW 2.76)

In the previous faculty assessment, scores were based on the faculty's impression of the students' ability to exercise the learning outcome based on overall course performance at the level reached at the end of the semester. In the newer version faculty teaching the courses will choose an assignment which calls on students to display to competency and rate student performance. Faculty teaching these courses will evaluate results after the first year.

Selected Student comments from 2010 and 2011 Senior Surveys:

- *“The most positive outcome of this major was the level of interdisciplinary and multidimensional course work offered. My courses in International Studies provided a broader and contextual basis for my course work in political science and Spanish. I believe it was this broader foundation that allowed me to develop a level of perception that is both domestic and international, local and global.”*
- *“Being able to read, speak, and write French has contributed enormously to my understanding of INT because it has opened my eyes to a whole new way of examining international affairs; being able to read literature and newspaper articles in a foreign language allows one to obtain new perspective and broader outlooks on various issues, which is incredibly important for successful study of INT (and really, any discipline). I have used French in many settings: when I was studying/working in Paris, when I do research for various classes (not just French classes), in social settings, and in professional settings (especially in D.C.).”*
- *“In all of my courses it is generally easy to see how, for example, political science, economics, and sociology all come into play when analyzing different current events and international issues. Knowledge of history is also very useful because it allows you to see what actions have been taken in the past, the consequences of those actions, and how they influence international issues today.”*
- *“I feel as though this is something I do very frequently as a result of my work in International Studies; it is not uncommon for me to link disciplines like economics, French, political science and history into one research project. I think this discipline integration often produces more effective projects because it recognizes the depth and breadth of various issues, and inclination to make this integration stems from my work in INT.”*
- *“I am majoring in French because I'm interested in humanitarian work in a French-speaking African country. Thus, I tried to take INT classes that correspond with Africa and humanitarian work. One of the things I'd like to incorporate into my humanitarian work is theatre, hence my major in INT. I love the idea of using the arts and music as a form of therapy or education within the humanitarian field. At some point, I hope to be able to utilize these skills in whatever humanitarian work I am doing.”*

- *“I have at times felt that I have no tangible skills; this major is not like science or finance, where one knows exactly what they are getting in their studies. I have had the opportunity to learn a bit of everything in college, and this has left me feeling like I have no actual skills (a jack of all trades is a master of none). I have come to see this as an asset though. Because of the interconnectivity of all of the issues that I have studied, I will be able to draw on these skills and perspectives that I have gained in my numerous classes with ease, instead of having to learn everything from scratch when I reach graduate school.”*

(Note: Of the 27 majors graduating in 2010 and 2011, 22 had double or triple majors providing further evidence of interdisciplinarity and 22 studied abroad.)

Spain – 5	India – 2	Mexico – 2	Argentina – 1	Switzerland – 1	Peru – 1
France – 4	China – 2	Ecuador – 2	Jordan – 1	New Zealand – 1	

Reflective Portfolios in Senior Colloquium: The INT 490 Senior Integrative Colloquium was offered as an experimental one-credit course in Spring 2010 and again in Fall 2010 to help INT students critically reflect on their experiences at B-W both in and outside the classroom and to improve current assessment procedures. In the course students self-assess the extent to which they have accomplished the learning outcomes associated with the INT major, their personal goals and experiences as a B-W student. Each student assembles a Reflective Self-Assessment Portfolio utilizing academic work and other evidence to document their accomplishments and academic experiences. Such portfolios help INT students prepare for job interviews and applying for graduate schools. Data from the portfolios is utilized to draw comparisons between each student’s self-assessment, the INT major’s learning outcomes and the Senior Surveys. Titles of selected sample portfolios are indicated below. These portfolios were largely anecdotal, including pictures, quotes and reminiscences personalizing the students’ experiences. Selected titles indicate the flavor of the exercise.

“Why My Diversified & Slightly Crazy College Career Has Taught Me So Much”

“WHY NOT Do it All?”

“Send Me on My Way”

“B-W and Beyond”

“Next Steps”

Summary of Results and Interpretation: *Students were asked to prepare a power point portfolio showing examples of their progress on the Learning Outcomes as part of a final presentation for the course. Portfolios indicated above were chose as representative and because the material and photos included directly addressed the Learning Outcomes. These presentations provide supporting evidence for student experiences indicated by the NSEE data and Senior Surveys. INT majors are not only more engaged in a variety of activities which prepare them to be global citizens, but they also consciously seek out such activities which enhance their learning experience and satisfaction with the major.*

Alumni Survey – An alumni survey was distributed in fall 2011. Such surveys are conducted every five years. The electronic survey was distributed to approximately 225 alumni for whom email addresses were available and received a 35% response rate. Selected items for the survey and some student comments are included below.

	Excellent	Good	Average	Poor
Quality of Major	69%	28%	3%	0%
Quality of Faculty	82%	16%	1%	0%
Rigor of Courses	63%	31%	4%	0%
Internship Opportunities	12%	35%	19%	13%
Understanding Global Issues	66%	32%	1%	0%
Analyzing Complexity of Global Interconnection	74%	25%	1%	0%

Selected comments from open-ended responses:

- *“First and foremost, the work required to complete the courses insured an ability to research and then convey complex ideas – in writing! Those skills practiced for every class have stayed with me throughout my career and are used every day. On the thinking/knowledge side, we all developed a keen awareness of the interconnection of history, economics, politics and personality in the forces that moved and move the world. The program made a great analyst out of every student.”*
- *“The wide variety of classes in different majors made it very easy to meet course requirements, to double major, and to have a well-rounded view of international studies. I also appreciated the advice of my professors and advisor, who convinced me to expand my interests and work beyond one country. Because of this, I became passionate about East Asia as a whole, which helped with my career, and I became more knowledgeable about other regions as well.”*
- *“The interdisciplinary approach and emphasis, and the variety of career choices were what drew me to the major. One could choose international banking, foreign service or, as I did, journalism (I double-majored in INT and Speech Communication, with a minor in English Comp.) I have now been in journalism 30+ years and use the knowledge and critical thinking and cultural understanding skills gained with the INT major as much as I draw on a knowledge of religion. The major has served me especially well in multi-cultural Brooklyn.”*
- *“The greatest strength of the major was the seminar course. The seminar course took many of the concepts and theories reviewed in INT 200 and put them into direct and real application challenging students to think critically and analytically. Another strength of the major was the final capstone paper. This paper allowed me to challenge my ability to make connections and draw conclusions about complex global and domestic policy issues.”*
- *“I really enjoyed the interdisciplinary approach of the International Studies major, and the B-W core curriculum program in general. I think education should be about more than just learning one specific area of study; it’s also*

about developing life skills like understanding politics, critical thinking, developing professional communication skills, and trying out other subject areas for fun and for understanding whether you're going in the right direction. I definitely got all of that at B-W."

- *"The opportunity to explore new ideas and new ways of thinking about things. It is such a diverse major. I was never bored. It was never easy and I liked that challenge.*

Summary of Results and Interpretation: *While the survey results can be tabulated, responses tend to be more impressionistic as do the student comments. Overall, results are positive but also provide an indication that alums would have liked more internships. These sentiments are echoed by current students as well and mirror the trend to more active learning in all programs. The faculty committee supervising the International Studies major is considering adding an experiential learning requirement. Internships, like study abroad, will be among the options.*

Assessment: Lessons Learned from an Ongoing Process

Documenting student learning is crucial for assessment. Given that learning is developmental, the key component in an interdisciplinary curriculum is an introductory course which provides a common starting point for the assessment process and a culminating capstone. Even though students begin with different content knowledge and varied skills, measurements of individual progress through such means as portfolios and aggregate accomplishments through surveys and rubric assessment can be utilized. A capstone seminar provides cumulative evidence of progress over time and provides assessment not only of student learning but also of program and institutional success. At B-W a special topics capstone seminar requires an interdisciplinary research project which allows students to display knowledge skills acquired and utilize their second language skills for research. Additional ways to use the capstone for assessment purposes are discussed by Sum and Light (2010). Though their work is directed at political science majors, it includes incorporation of activities encompassing knowledge acquisition, course mapping, experiential learning and an exit survey. These options could easily be adapted to an interdisciplinary capstone.

While there are commonalities in assessment, what works best will vary depending on the setting and the needs of those involved. There are no conclusions for a discussion of assessment. Evolution is the order of the day for faculty, students and the institutions of which they are a part. Documenting how they function by means of assessment is likely to be a continuing expectation. While the associated activities can be unnerving at times, the human side of assessment which encompasses the student learning and the relationships established can help to mitigate the angst which often accompanies the endeavor. Sustaining assessment is time consuming but can provide evidence that students have been positively impacted by the courses and other learning experiences faculty have designed.

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Appendix A

International Studies Major Requirements at Baldwin-Wallace (38-56 credit hours depending on prerequisites and electives chosen)

1. All students are required to complete INT 200I Introduction to International Studies (a course which emphasizes the development of interdisciplinary thinking)
2. a. All students take either: POL 211 International Politics or POL 221 Comparative Politics to understand role of government
b. plus one course from three of the four groups which follow:
 - Humans' relationship to the earth: Selections from Geology, Geography, Biology, Environmental Studies
 - History selections with regional or topical focus
 - Culture and Society focus with selections from Humanities and Social Sciences
 - International Economics
3. Four upper division electives from at least two disciplines with selections from: Art, Business, Economics, English, French, German, History, Political Science, Sociology, Spanish
4. International Studies majors are required to exhibit competence in at least one foreign language, with choices in: French, Chinese, German, Arabic, Spanish, Italian
5. Each student must take an interdisciplinary capstone seminar intended to help students achieve an ability to deal with complex problems in International Studies requiring an integration of knowledge from diverse fields of study. Selection varies annually.

For more focus, students may select interdisciplinary concentrations in

- International Business and Economics
- Foreign Policy and Diplomacy
- History, Society and Culture
- Latin American and Caribbean Studies
- Asian Studies
- European Studies (including Russia)

Appendix B1
Pre-Survey of Student Competency

Note: This survey was administered during the first week of classes Fall 2010 and Spring 2011 to all students in INT 200, POL 221, POL 211 and INT 463 (cross-listed with POL 363 in Spring 2010 and POL 311 in Spring 2012).

Student Self-Assessment of Global Competency – Spring 2011

Please answer the following questions.

Your major? _____ Your minor? _____

_____ Freshman _____ Sophomore _____ Junior _____ Senior

This class _____ INT 200 _____ INT 463 _____ POL 221 _____ POL 211 _____ POL 311

I am able to comprehend, analyze and draw conclusions regarding international issues.

Strongly agree Somewhat Agree Somewhat disagree Strongly disagree

I am able to understand links to other academic disciplines like history, economics, religion, sociology, geology, business, foreign language in my coursework.

Strongly agree Somewhat Agree Somewhat disagree Strongly disagree

I feel prepared to function in a diverse setting either domestically or abroad.

Strongly agree Somewhat Agree Somewhat disagree Strongly disagree

I am interested in interacting with others who are different and feel I can learn from them.

Strongly agree Somewhat Agree Somewhat disagree Strongly disagree

(Pre-1/10/11)

Appendix B2
Post-Survey of Student Competency

Note: This survey was administered during the last week of classes Fall 2010 and Spring 2011 to all students in INT 200, POL 221, POL 211, INT 463 (cross-listed with POL 363 in Spring 2010 and POL 311 in Spring 2011).

Spring 2011

Student Self-Assessment of Increasing Global Competency at Semester's End

Please consider the work you have done in this class this semester, then respond to the following questions.

Your major? _____ Your minor? _____

_____ Freshman _____ Sophomore _____ Junior _____ Senior

This class _____ INT 200 _____ POL 221 _____ POL 211 _____ POL 311 _____ INT 463

1. I am better able to comprehend, analyze and draw conclusions regarding international issues.

___ Strongly agree ___ Somewhat agree ___ Somewhat disagree ___ Strongly disagree

2. I am better able to understand links to other academic disciplines like history, economics, religion, sociology, geology, business, foreign language in my coursework.

___ Strongly agree ___ Somewhat agree ___ Somewhat disagree ___ Strongly disagree

3. As a result of taking this course, I feel better prepared to function in a diverse setting either domestically or abroad.

___ Strongly agree ___ Somewhat agree ___ Somewhat disagree ___ Strongly disagree

4. I am more interested in interacting with others who are different and feel I can learn from them.

___ Strongly agree ___ Somewhat agree ___ Somewhat disagree ___ Strongly disagree

(Post -04/07/11)

Appendix B3

Comparison of Mean Responses in the Pre- and Post- Surveys of Student Self-Assessment of Competency among INT Majors, INT Minors and Others by Course (Fall 2010)*

	INT 200		POL 211		POL 221	
	Pre-test INT Major (N=6) INT Minor (N=6) Other (N=16)	Post-test INT Major (N=8) INT Minor (N=6) Other (N=7)	Pre-test INT Major (N=3) INT Minor (N=4) Other (N=16)	Post-test INT Major (N=2) INT Minor (N=2) Other (N=17)	Pre-test INT Major (N=5) INT Minor (N=1) Other (N=20)	Post-test INT Major (N=5) INT Minor (N=2) Other (N=18)
Learning Outcome #1	3.17 3.17 3.31	3.50 3.67 3.57	4.00 3.50 3.56	3.71 4.00 3.47	3.20 3.00 3.35	4.00 4.00 3.50
Learning Outcome #2	3.67 3.83 3.56	3.75 3.83 3.57	3.67 4.00 3.50	3.50 4.00 3.06	3.20 3.00 3.50	3.60 4.00 3.39
Learning Outcome #3	3.00 3.17 3.56	3.75 3.60 3.43	4.00 3.75 3.50	3.50 4.00 3.35	3.20 3.00 3.30	3.60 4.00 3.28
Learning Outcome #4	4.00 3.67 3.94	3.75 3.67 3.57	4.00 4.00 3.75	3.50 3.50 3.35	3.80 4.00 3.95	3.80 4.00 3.50

*Responses: 4= Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree

Learning Outcome #1 – I am able to comprehend, analyze and draw conclusions regarding international issues.

Learning Outcome #2 – I am able to understand links to other academic disciplines like history, economic, religion, sociology, geology, business and foreign language in my course work.

Learning Outcome #3 – I feel prepared to function in a diverse setting either domestically or abroad.

Learning Outcome #4 – I am interested in interacting with others who are different and feel I can learn from them.

* 81 Students took the pre-test Survey, 67 took the post-test survey

Appendix B4

Comparison of Mean Responses in the Pre- and Post- Surveys of Student Self-Assessment of Competency among INT Majors, INT Minors and Others by Course (Spring 2011)*

	INT 200		POL 211		POL 221		INT 463	
	Pre-test INT Major (N=6) INT Minor (N=4) Other (N=14)	Post-test INT Major (N=3) INT Minor (N=9) Other (N=11)	Pre-test INT Major (N=5) INT Minor (N=1) Other (N=17)	Post-test INT Major (N=6) INT Minor (N=1) Other (N=16)	Pre-test INT Major (N=3) INT Minor (N=1) Other (N=21)	Post-test INT Major (N=3) INT Minor (N=1) Other (N=16)	Pre-test INT Major (N=7) INT Minor (N=0) Other (N=4)	Post-test INT Major (N=20) INT Minor (N=1) Other (N=3)
Learning Outcome #1	3.17 3.25 3.50	4.00 3.89 3.82	3.33 3.00 3.06	4.00 4.00 3.50	3.33 2.00 3.24	3.67 4.00 3.31	3.57 --- 3.50	3.78 4.00 4.00
Learning Outcome #2	3.50 3.50 3.57	3.67 3.89 3.64	3.17 3.00 3.00	3.50 4.00 3.31	3.67 3.00 3.24	3.33 4.00 3.31	3.43 --- 3.35	3.56 3.00 3.67
Learning Outcome #3	3.50 3.00 3.57	4.00 3.67 3.64	3.17 3.00 3.35	4.00 4.00 3.38	4.00 3.00 3.24	3.33 4.00 3.44	3.57 --- 3.75	3.56 4.00 3.67
Learning Outcome #4	3.67 3.50 3.86	4.00 3.67 3.64	3.67 3.00 3.76	4.00 4.00 3.50	4.00 4.00 3.71	4.00 4.00 3.56	4.00 --- 4.00	3.67 4.00 3.67

*Responses: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree

Learning Outcome #1 – I am able to comprehend, analyze and draw conclusions regarding international issues.

Learning Outcome #2 – I am able to understand links to other academic disciplines like history, economic, religion, sociology, geology, business and foreign language in my course work.

Learning Outcome #3 – I feel prepared to function in a diverse setting either domestically or abroad.

Learning Outcome #4 – I am interested in interacting with others who are different and feel I can learn from them.

Appendix C1

Faculty Assessment of Student Competencies *Baldwin-Wallace College*

Note: Faculty teaching INT 200, POL 221, POL 211 and INT 463 (cross-listed as POL 363 in 2010 and POL 311 in 2011) completed this rubric during the last week of classes Spring 2011. Faculty are not given student majors/minors' names but do assess each student's competencies. Majors/minors are coded later in an effort to avoid influencing assessments. See coding sheet in Appendix II (B)

Student _____ Course _____

CATEGORY	1	2	3	4	Score*
Analyze International Issues	Course work, papers and projects demonstrate little or no ability to comprehend complex international problems, investigate relevant components of the problems and draw appropriate conclusions.	Course work, papers and projects demonstrate basic abilities to comprehend complex international problems, investigate relevant components of the problems and draw appropriate conclusions.	Course work, papers and projects demonstrate intermediate abilities to comprehend complex international problems, investigate relevant components of the problems and draw appropriate conclusions.	Course work, papers and projects demonstrate advanced abilities to comprehend complex international problems, investigate relevant components of the problems and draw appropriate conclusions.	
Integrate Disciplines	Shows little or no evidence in course work, papers, and projects of ability to relate two or more of the academic disciplines related to the IS major.	Shows evidence in course work, papers, and projects of basic ability to relate two or more of the academic disciplines related to the IS major.	Shows evidence in course work, papers, and projects of intermediate ability to relate two or more of the academic disciplines related to the IS major.	Shows evidence in course work, papers, and projects of advanced ability to relate two or more of the academic disciplines related to the IS major.	
Function in International/Multicultural Environment	Has had no international or multicultural exposure to this point and demonstrates little or no ability to function in a diverse setting.	Has lived or studied abroad or in a different culture and demonstrated basic ability to function in a diverse setting.	Has lived or studied abroad or in a different culture and demonstrated intermediate ability to function in a diverse setting.	Has lived or studied abroad or in a different culture and demonstrated advanced ability to function in a diverse setting.	
Interaction with Others	Prefers not to interact with other and is apathetic or antagonistic towards others who are different.	Sometimes works with others and displays some interest and sensitivity to others who are different.	Often seeks to work with others and often displays interest and sensitivity to others who are different.	Actively seeks opportunities to work with others and continually shows interest and high regard for others who are different.	

**The following ratings may also be used in the evaluation of the student.*

NA Not applicable

Comments: _____

_____ Department _____ Date _____

Professor (*signature*)

Appendix C2

Comparison of Faculty Assessment of Student Competencies of INT Majors, INT Minors and Others for Spring 2010, Fall 2010 and Spring 2011			
	Spring 2010	Fall 2010	Spring 2011
	INT Major (N=34) <i>INT Minor (N=14)</i> Other (N=66)	INT Major (N=31) <i>INT Minor (N=16)</i> Other (N=42)	INT Major (N=30) <i>INT Minor (N=13)</i> Other (N=55)
Learning Outcome #1	3.12 2.86 2.65	2.81 2.88 2.17	2.77 2.23 2.60
Learning Outcome #2	2.79 2.43 2.33	2.52 2.31 1.43	2.33 1.62 2.36
Learning Outcome #3	3.35 (N=23) 4.00 (N=1) 2.73 (N=63)	3.40 (N=15) 3.14 (N=7) 3.08 (N=12)	3.11 1.75 (N=8) 3.00 (N=11)
Learning Outcome #4	3.46 3.07 2.75	3.15 (N=27) 3.08 (N=15) 2.43	3.00 2.27 (N=11) 2.56 (N=54)

Note: The number of cases varies in the reported mean scores for Learning Outcome #3 and #4. Instructors have the option not to evaluate a student on Learning Outcomes if they do not have sufficient information to assess the student.

Appendix C3

<i>Comparison of Faculty Assessment of Student Competencies of INT Majors, INT Minors and Others for Spring 2011</i>				
	INT 200	POL 211	POL 221	INT 463
	<i>INT Major (N=5)</i>	<i>INT Major (N=8)</i>	<i>INT Major (N=4)</i>	<i>INT Major (N=13)</i>
	<i>INT Minor (N=7)</i>	<i>INT Minor (N=3)</i>	<i>INT Minor (N=2)</i>	<i>INT Minor (N=1)</i>
	<i>Other (N=13)</i>	<i>Other (N=14)</i>	<i>Other (N=19)</i>	<i>Other (N=9)</i>
<i>Learning Outcome #1</i>	1.80 1.71 2.46	2.38 2.67 2.29	3.25 3.00 2.94	3.23 3.00 2.56
<i>Learning Outcome #2</i>	1.80 1.29 2.38	1.63 1.67 1.66	2.75 2.50 2.68	2.85 2.00 2.44
<i>Learning Outcome #3</i>	2.20 1.57 2.4 (N=5)	--- --- ---	4.00 (N=1) --- 3.75 (N=4)	3.38 3.00 2.11
<i>Learning Outcome #4</i>	2.00 2.00 2.25	2.57 (N=7) 2.50 (N=2) 2.71 (N=14)	--- 3.00 (N=1) 2.84	3.62 3.00 2.11

Note: The number of cases varies in the reported mean scores for learning outcome #3 and #4. Instructors have the option not to evaluate a student on Learning Outcomes if they do not have sufficient information.

Appendix C4

Comparison of Faculty Assessment of Student Competencies of INT Majors, INT Minors and Others Students Using Course-embedded Assignments and Common Rubric (Fall 2011-Spring 2012)				
	INT 200	POL 211	POL 221	INT 463
	INT Major (N=4) <i>INT Minor</i> (N=7) Other (N=7)	INT Major (N=2) <i>INT Minor</i> (N=3) Other (N=16)	INT Major (N=2) <i>INT Minor</i> (N=4) Other (N=10)	Data to be collected in Spring 2012
Learning Outcome #1	3.25 2.29 2.57	2.50 2.33 1.87	1.50 3.00 2.20	
Learning Outcome #2	3.00 2.43 2.57	2.50 1.00 1.50	2.63 2.36 2.06	
Learning Outcome #3	2.50 2.71 2.71	--- --- ---	--- --- ---	

*Note: Instructors use the rubric in Appendix C1. 4 shows well developed competency; 1 displays minimal competency. Instructors have the option not to evaluate a student on a learning outcome if they do not have sufficient information to assess the student. In POL 211 and POL 211, both instructors choose not to evaluate students on learning outcome #3.

(3/26/12)