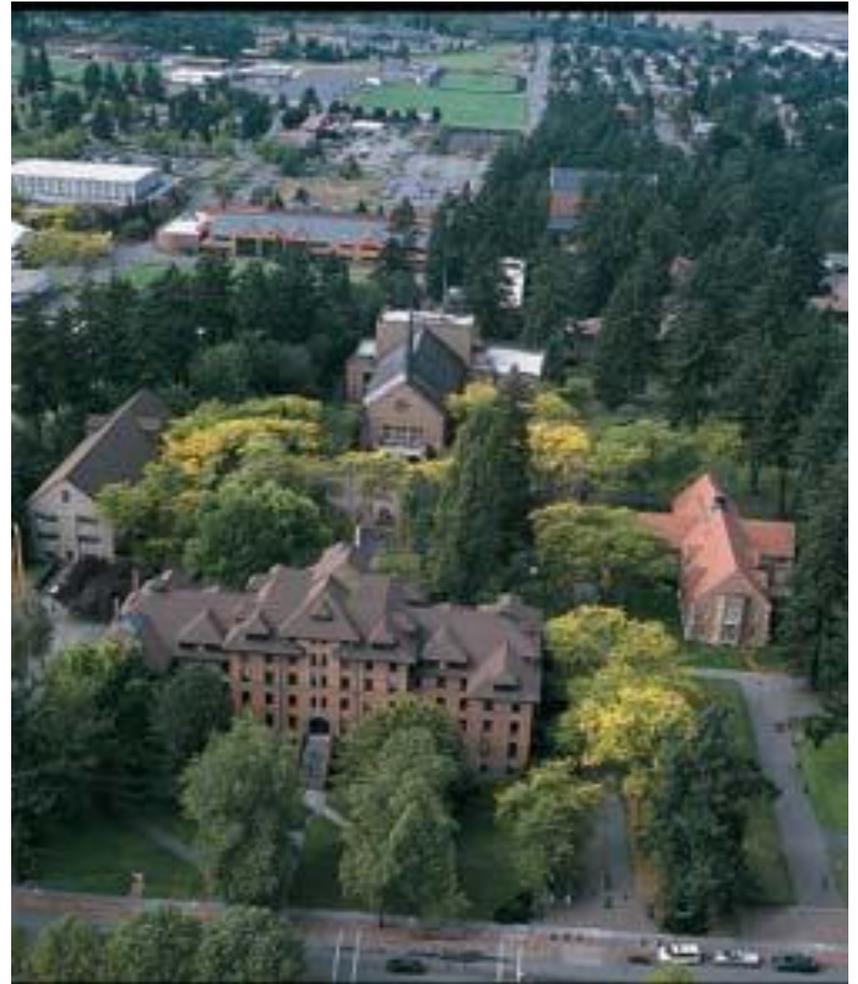


Program Assessment by Measuring Student Learning Outcomes

**International Core: Integrated Studies of the
Contemporary World**

**an alternative set of graduation requirements at
Pacific Lutheran University**

PLU Profile: 3,600 students, 5 MA Professional Programs



Five International/Global Studies Multidisciplinary Curriculum Programs

Majors:

- Global Studies
- Chinese Studies
- Scandinavian Studies
- Environmental Studies

International Honors
(formerly Core II)



Description of Core II

(Revised in a project funded by the USDOE's Undergraduate International Studies and Foreign Language Program, 2002-2004.)

Two 100 level courses - Origins of the Contemporary World

Four 200 level international issues courses

One 300 level course - Identity, Commitment, Perspectives (applying alternative value-based perspectives in developing responses to world issues)

Two Assessment Strategies

- Focus Groups – near the completion of the students' first year.
- Holistic Scoring of Student Writing – as a graded assignment near the completion of the 300 level ethical perspectives course.

Description of the Scoring Process

- Preparation
 - Compose/select prompt
 - Collect writing samples
 - Select anchor papers
 - Select scoring scale
- Training
 - Describe the system
 - Explain the prompt
 - Try out the system with anchor papers
 - Tally and discuss the scores
 - Develop criteria
- Application
 - Read and score the set of papers
 - Sort and tabulate the papers
 - Discuss and react

Summary Statement of Program Learning Objectives

1. Identify characteristics of the contemporary world and describe the major historical trends producing them.
2. Situate your own ideas and practices in both an historical and a contemporary global context.
3. Analyze problems in the contemporary world and apply alternative responses.
4. Employ diverse ethical perspectives in formulating responses to world problems.

Prompt

“This essay will first identify and describe one response to the problem discussed in your poster presentation (required earlier in the course). Then you will present how you would approach the problem, the ethical perspective that informs your approach, your reasoning for choosing the approach, and how it contrasts with a second ethical perspective that you explain fairly.”

2004 Results

Scores Number of Essays



6	0
5	2
4	6
3	5
2	2
1	1

2007 Results



Scores Number of Essays

6

2

5

7

4

10

3

9

2

1



Weaknesses

- Analysis applying ethical perspectives
- Situating own values

Focus Group Results, Weaknesses

2004 – Need to link contemporary world and its issues to historical trends.

2005 – Clarify influence of several disciplines in achieving an “integrated” program.

2006 – Incongruity of topics/historical trends and events in the various sections of the same course.

Focus Group Results, Strengths

- Sense of belonging and contributing to a closely-knit learning community.
- Experiencing a meaningful education about important content characterized by high expectations and a heavy workload.

Discovery: Core II had Evolved into an Interdisciplinary Program

Multi - Disciplinary



Interdisciplinary

