Assessment Institute 2017-2018 -- FINAL REPORT

Department/program: International Studies

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Goals of the Academic Year 2017-18 action plan:

- Fall 2017: Develop rubric for assessment of SLO #3 (Inquiry and Analysis in emphasis)
- Early spring 2018: Collection and assessment of papers for SLO #3
- Late spring 2018: Videotaping and assessment of capstone presentations for SLO #5 (oral communication)
- Late spring 2018: For results of assessment of SLO #3 and #5, team discussion of results and follow-up indicated.

Actions completed since January check-in:

All of the goals set out as bullet points above were met.

Statement of main results:

- With respect to SLO #3, ten students submitted papers from 300-400 level courses in their emphasis. The request for papers had included the AACU “Inquiry and Analysis VALUE Rubric,” and indicated that we would be assessing the papers against the standards set out under Milestone 3. In the end, only 3 of the 10 papers submitted involved inquiry and analysis. The coordinator had met individually with a number of the students to explain the exercise and help them identify an appropriate paper. As it turned out, students with Business (any business minor) and Public Diplomacy emphases had not been assigned papers that required inquiry and analysis.
- The committee assessed SLO #5 (oral communication) of twelve International Studies students in the capstone seminar in spring 2018. We had distributed a rubric (a simplification of the “Speaking Well” rubric; copy attached) to students a month before the presentation. Although the instructor had indicated that the students were nervous about their presentations being videotaped, all of the students used appropriate language and were more or less effective in their delivery. But, with one or two exceptions, students fell short on the criteria listed under “subject matter” and “organization.”
Closing the loop:

- SLO #3: The Assessment Committee recommends that the major project in the capstone seminar be redesigned to require students to do inquiry and analysis on topics/themes that they’ve studied in their emphasis courses. The final paper could then be used to assess SLOs 3, 4, and 5.
- SLO #5: The Assessment Committee recommends that the oral presentation that is currently part of the curriculum in INTRNAR 200 be redesigned to address the deficiencies seen in the capstone presentations.
HANDOUT FOR INTERNATIONAL STUDIES CAPSTONE SEMINAR (INTRNAR 488)
ON ORAL COMMUNICATION

The following criteria (adapted from the UWW “Speaking Well” rubric, at http://www.uww.edu/assessment/resources), will be used to evaluate oral communication skills.

To earn an A, your presentation should meet the following standards:

SUBJECT MATTER:
• Your thesis is clear, specific and fully developed.
• Your message is consistent.

ORGANIZATION:
• You clearly identify your main points.
• Your introduction and conclusion are effective and engaging.
• Your transitions between points are smooth.

SUPPORT:
• Your sources are appropriate for the assignment.
• Citations are complete; set out in final slide. You refer to sources during the course of your presentation, e.g., “According to ____”

LANGUAGE:
• Your language is effectively tailored to and appropriate for the audience.
• You use names (as opposed to pronouns) whenever possible.
• Your grammar is correct.

DELIVERY:
• Your delivery facilitates engagement and understanding. Remember, you are trying to communicate your points to your audience. These are among the characteristics of effective delivery that are often cited:
  o Good posture
  o Effective and engaging eye contact and facial expressions
  o Speaker is easy to hear and understand.
  o Varied pitch and rate
  o Effective use of available space