

Assessment: General Education: Category 8

MINNESOTA STATE UNIVERSITY

Department: **General Education**

Program: **Category 8** Degree Awarded: **Not Applicable**

Check here if your assessment report covers all undergraduate degree programs: **NO**

Check here if your assessment report covers all graduate degree programs: **NO**

**1. What learning outcomes were assessed this year and why?**

Learning outcomes assessed were established by the General Education Committee as appropriate to Category 8 in the general education curriculum.

**CATEGORY 8: Global Perspective**

**(requires one course, 3 credits or more)**

**Goal:** To increase student understanding of the growing interdependence of nations, traditions and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

**Objectives/Outcomes:**

Following the Completion of Category 8 of the General Education Program, students will be able to:

1. Describe, analyze, and evaluate political, economic, humanistic, artistic, social and cultural elements that influence relations of nations and peoples in their historical and contemporary dimensions;
2. Demonstrate knowledge of cultural, social, religious and linguistic differences;
3. Analyze specific international problems illustrating cultural, economic, artistic, humanistic, social, and political differences that affect their solution;
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

Course(s) that satisfy this category are:

ANTH 101 ANTH 230 ANTH 240 ART 160 ART 260 ART 261 BIOL 201  
CDIS 206 CDIS 207 ECON 314 EET 125 ENG 212 ENVR 101 FREN 101  
FREN 102 FREN 201 FREN 202 GEOG 100 GEOG 103 GER 101 GER 102  
GER 201 GER 202 HIST 153 HIST 170 HIST 170W HIST 171 HIST 171W  
HIST 181 HUM 155 HUM 156 HUM 282 PHIL 205 PHIL 358 POL 106  
SCAN 101 SCAN 102 SCAN 111 SCAN 112 SOC 101 SOWK 255 SPAN  
101 SPAN 102 SPAN 201 SPAN 202 SPEE 203 THEA 225 URBS 100  
WOST 220

**2. How were they (was it) assessed?**

Materials were submitted from the following courses: History, Women Studies, English, Urban Studies, Philosophy, Spanish, German, French, Anthropology, Women's Studies

The following departments did not submit material for assessment: ART, BIOL, CDIS, ECON, EET, ENVR, GEOG, HUM, POL, SCAN, SOWK, SPEE, THEA

a. What methods were used?

Materials were assessed using the rubric below.

b. Who was assessed?

Sample Population: Papers and tests were gathered from courses in Category 8. (n = 83).

c. When was it assessed?

Materials were analyzed during spring semester 2004. Materials were reviewed by James Grabowska (committee chair, Modern Languages), Kimberly Contag (Modern Languages), Gretta Handke (History), Martine Harvey (Speech Communication) and Cindy Miller (Geography)

### 3. What was learned?

Level of Mastery baseline data will be gathered for year 1.

N = 83 Learning outcomes are developmental; if student meets level 4, they demonstrate levels 1-3. Totals do not equal n; not all assignments applicable to each rubric. Outcomes, while developmental, are not summative when results combined from all the courses in Category 8.

Assessment Rubric for O/O #1: Describe, Analyze and evaluate social and cultural phenomena that influence the contemporary and historical relations among nations and peoples.

1	Student can identify social and/or cultural phenomena that influence the contemporary and historical relations among nations and peoples.	15
2	Student can describe social and/or cultural phenomena that influence the contemporary and historical relations among nations and peoples.	36
3	Student can analyze social and/or cultural phenomena that influence the contemporary and historical relations among nations and peoples.	12
4	Student can evaluate social and/or cultural phenomena that influence the contemporary and historical relations among nations and peoples.	3

Assessment Rubric for O/O #2: Demonstrate knowledge of social and cultural differences.

1	Student can identify two social and/or cultural differences.	29
2	Student can describe two social and/or cultural differences.	28
3	Student can compare two social and/or cultural differences.	12
4	Student can analyze two social and/or cultural differences.	1

Assessment Rubric for O/O #3: Analyze specific international problems and the social and/or cultural differences that influence their solution.

1	Student can identify an international problem and the social and/or cultural differences that influence its solution.	26
2	Student can describe an international problem and the social and/or cultural differences that influence its solution.	13
3	Student can analyze an international problem and the social and/or cultural differences that influence its solution.	7

Assessment Rubric for O/O #4: Understand the role and responsibility of a world citizen.

1	Student can identify a situation where a world citizen might influence the global community.	15
2	Student can discuss a situation where a world citizen might influence the global community.	6
3	Student can analyze the actions of others that have or could affect the global community and suggest how those actions might be altered to affect a different outcome.	7

Discussion:

- 1, Scores indicate a significant number of students are able to identify and describe phenomena in the first three rubrics.
  - a) Scores indicate that students were not able to identify, discuss or analyze situations where world citizens might influence the global community, or were not asked to do so in their work.
2. Scores indicate the ability of students to analyze, compare, or evaluate socio-historical concepts and issues is low.
3. Low scores may indicate a weakness in Category 8 course development.
4. Because of the various methods of instruction, assignments and tests, data collection, and constraints imposed by the rubric framework as an assessment tool, the scores may reflect flaws in the overall assessment process. In point of fact, the committee modified the rubrics on the Gen Ed Assessment webpage due to multiple descriptors used in some categories.
4. A copy of this report will be provided to each department in GE Category 8 for review and determination for how their courses satisfy the learning outcomes for the category. Departments are encouraged to build on the current strength of identifying concepts and issues, and further develop coursework that requires students to take the next step and use the concepts and issues for critical evaluation.
5. How did the department make use of the feedback from last year's assessment report?
 

Not applicable. For year 1, baseline data was gathered. No previous report/feedback from previous year.