

Minnesota State University, Mankato (MNSU) General Education Goal Area 8 (Global Perspectives) Assessment Report for the 2014-2015 Academic Year

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1. Introduction

Goal Area 8 – Global Perspective requires undergraduate students to take one course of at least 3 credits or more in selected courses. The representative courses this area include a wide range of subjects, such as anthropology, art, foreign languages (such as Spanish, German, Norwegian), geography, philosophy, politics, humanity, etc.

The main goal of this area is “to increase students’ 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.”¹ There are four learning outcomes – students will be able to:

- 1) Describe, analyze, and evaluate political, economic, humanistic, artistic, social and cultural elements which 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 which affect their solution;
- 4) Understand the role of a world citizen and the responsibility world citizens share for their common global future.

Within each outcome, there are 5 levels a student can achieve based on the rubric (see Appendix), ranked from 0-4: Outcome not met (Level 0), Beginning (1), Developing (2), Proficient (3), and Advanced (4).

The assessment committee received the quantitative assessments and the corresponding assignment details from 26 courses² in this goal area offered in Fall 2014, Spring 2015, and Summer 2015 semester. Out of these 26 courses, 10 are diverse cultures courses (6 “Purple” and 4 “Gold”). The total number of courses in Goal Area 8 that are being offered during 2014-15 academic year is 38.

The most popular assignment type for this goal area assessment is the research paper/project (around 50%), followed by in-class discussion or worksheet, exam/quiz, presentation, and video assignment. Table 1 provides the summary of the collected course data (number of students assessed). Table 2 provides the frequencies of types of assignments used to assess Goal Area 8.

¹ From Page 35 of MNSU Undergraduate Catalog 2015-16.

² We initially received data for 30 courses, but 4 courses have the assignments where it is impossible for a student to achieve a rubric level beyond the beginning level (Level 1), hence we determined that these data are unusable and dropped these 4 courses from the sample.

Table 1: Summary statistics of course data (number of students) for Goal Area 8 (2014-15)

Subject	Delivery Method	Outcome 1 Assessed	Outcome 2 Assessed	Outcome 3 Assessed	Outcome 4 Assessed
ANTH 101	Face-to-Face	50	68	49	48
ANTH 101	Face-to-Face	54	47	44	54
ANTH 240	Face-to-Face	22	20	17	17
ANTH 240	Face-to-Face	28	28	28	28
ANTH 230	Face-to-Face	15	15	15	15
ANTH 230	Face-to-Face	15	15	15	15
SPAN 201	Face-to-Face	24	24	0	0
SPAN 102	Face-to-Face	27	27	0	0
SPAN 310	Face-to-Face	30	30	0	0
SPAN 101	Face-to-Face	21	21	21	0
SPAN 210W	Online	8	8	8	0
SPAN 210W	Online	18	18	18	0
SPAN 101	Online	7	7	7	0
SPAN 201	Face-to-Face	13	13	13	0
SPAN 102	Online	18	18	18	0
SPAN 102	Face-to-Face	8	8	8	0
SPAN 102	Online	16	16	16	0
SPAN 101	Face-to-Face	15	15	11	0
GEOG 103	Face-to-Face	40	40	40	40
SCAN 102	Face-to-Face	8	8	8	0
SCAN 150W	Face-to-Face	20	20	20	0
GWS 220W	Face-to-Face	28	25	21	9
PHIL 205	Face-to-Face	25	25	25	25
PHIL 205	Face-to-Face	27	27	27	27
CMST 203	Face-to-Face	23	21	23	0
ENVR 101	Face-to-Face	75	75	75	75
Average per course:		24.4	24.6	20.3	13.6

Table 2: Frequencies of assignment types for Goal Area 8 (2014-15)

Assignment Type	Outcome 1	Outcome 2	Outcome 3	Outcome 4	
Research paper/project	13	13	13	6	
In-class discussion or worksheet	7	6	6	4	
Exam/Quiz	2	3	3	0	
Presentation	1	2	1	0	
Video assignment	3	2	0	1	
Total assignments:		26	26	23	11

2. Assessment Results and Discussion

Overall, the quantitative results show that the majority of our students (over 80%) reached a level higher than the beginning level for each outcome. That percentage ranges from 81% to 91% for each outcome. Also, at least 50% of our students reached a level of either “proficient” or “advanced”, and that percentage ranges from 50% to 74% for each outcome. The average score for each outcome ranges from 2.44 to 2.89. The detailed results for each outcome are discussed below.

Outcome #1 Results

This outcome requires students to be able to “describe, analyze, and evaluate political, economic, humanistic, artistic, social and cultural elements which influence relations of nations and peoples in their historical and contemporary dimensions.” Results are shown in the table below. Students adequately achieved this outcome, with 89% achieving a level higher than the beginning level, and 61% reaching the “proficient” or “advanced” level. The average score is 2.67 out of 4.

Outcome #1	Criteria Not Met (score=0)	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)
Number of Students	26	36	156	223	119
Percentage	4.6%	6.4%	27.9%	39.8%	21.3%
Percentage beyond beginning level (2)+(3)+(4):				88.9%	
Percentage of proficient and advanced (3)+(4):				61.1%	
Average score:				2.67	

Outcome #2 Results

This outcome requires students to be able to “demonstrate knowledge of cultural, social, religious and linguistic differences.” Results are shown in the table below. Students adequately achieved this outcome, with 91% achieving a level higher than the beginning level, and 74% reaching the “proficient” or “advanced” level. The average score is 2.89 out of 4.

Outcome #2	Criteria Not Met (score=0)	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)
Number of Students	14	36	96	271	147
Percentage	2.5%	6.4%	17.0%	48.0%	26.1%
Percentage beyond beginning level (2)+(3)+(4):				91.1%	
Percentage of proficient and advanced (3)+(4):				74.1%	
Average score:				2.89	

Outcome #3 Results

This outcome requires students to be able to “analyze specific international problems illustrating cultural, economic, artistic, humanistic, social, and political differences which affect their solution”. Results are shown in the table below. Students adequately achieved this outcome, with 84% achieving a level higher than the beginning level, and 50% reaching the “proficient” or “advanced” level. The average score is 2.44 out of 4.

Outcome #3	Criteria Not Met (score=0)	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)
Number of Students	44	29	150	143	85
Percentage	9.8%	6.4%	33.3%	31.7%	18.8%
Percentage beyond beginning level (2)+(3)+(4):			83.8%		
Percentage of proficient and advanced (3)+(4):			50.5%		
Average score:			2.44		

Outcome #4 Results

This outcome requires students to be able to “understand the role of a world citizen and the responsibility world citizens share for their common global future.” Results are shown in the table below. Students adequately achieved this outcome, with 81% achieving a level higher than the beginning level, and 50% reaching the “proficient” or “advanced” level. The average score is 2.49 out of 4.

Outcome #4	Criteria Not Met (score=0)	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)
Number of Students	26	28	85	62	77
Percentage	9.4%	10.1%	30.6%	22.3%	27.7%
Percentage beyond beginning level (2)+(3)+(4):			80.6%		
Percentage of proficient and advanced (3)+(4):			50.0%		
Average score:			2.49		

3. Conclusion

In conclusion, we believe that the results clearly show a satisfactory level of awareness and knowledge achieved by our students for each outcome. On a further note, Outcome #3 and #4 results are satisfactory, but they have relatively lower percentage of students (50%) achieving the level of “proficient” or “advanced”, compared to Outcome #1 and #2. Hence, we would recommend focusing more on further improving Outcome #3 and #4 in the future academic years, which are related to analyzing international problems and understanding the role of a world citizen.

Appendix : Goal Area 8 – Global Perspective Assessment Rubric

Rubric					
	Criteria Not Met 0	Beginning 1	Developing 2	Proficient 3	Advanced 4
Contemporary and historical relations among nations and people	n/a	Identifies social and/or cultural phenomena which influence the contemporary and historical relations among nations and peoples	Describes social and/or cultural phenomena which influence the contemporary and historical relations among nations and peoples	Analyzes social and/or cultural phenomena which influence the contemporary and historical relations among nations and peoples	Evaluates social and/or cultural phenomena which influence the contemporary and historical relations among nations and peoples
Demonstrates knowledge of social and cultural differences	n/a	Identifies two social and/or cultural differences	Describes more than two social and/or cultural differences	Compares more than two social and/or cultural differences	Analyzes more than two social and/or cultural differences
Understanding of international problems and social/cultural differences which influence solutions	n/a	Identifies an international problem and the social and/or cultural differences which influence its solution	Describes more than one international problem and the social and/or cultural differences which influence its solution	Analyzes more than one international problem and the social and/or cultural differences which influence its solution	Analyzes more than two international problem and the social and/or cultural differences which influence its solution
Understand the role and responsibility of a world citizen	n/a	Identifies a situation where a world citizen might influence the global community	Describes more than one situation where a world citizen might influence the global community	Discusses a situation where a world citizen might influence the global community	Analyzes the actions of others which have or could affect the global community and suggest how those actions might be altered to effect a different outcome