



WEST VIRGINIA STATE UNIVERSITY

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Academic Affairs Assessment of Student Learning

Assessment Plan for Academic Years 2018-2019 and 2019-2020

INSTRUCTIONS:

- Please submit a copy of this assessment plan to the Coordinator of Academic Program Assessment (Aaron Settle – asettle1@wvstateu.edu)
- Please be sure to keep a copy of the assessment plan in your department office.

IDENTIFYING INFORMATION:

College: A & H

Department/Program: International Studies

Assessment Coordinator's Name: James Natsis

Assessment Coordinator's Email Address: natsisja@wvstateu.edu

Academic Year: **2018-19 & 2019-20**

Program Learning Outcomes (Please list)

WV-WVSU-IST 1. Students should be able to demonstrate an awareness of traditions and cultures elsewhere in the world as they differ from our own.

WV-WVSU-IST 2. Students should be able to demonstrate written and oral competency in a world language (Spanish, French, or any other approved language) that will broaden communication capabilities, and offer insight to other cultures attainable only through the study of a language.

WV-WVSU-IST 3. Students should be able to demonstrate a level of competency in their respective specialization area.

Curriculum Assessment Map (Please provide a curriculum assessment map identifying the course(s) that each PLO is assessed. Make a special note of assessments that the departmental assessment coordinator collects data from to analyze overall learning of the PLO's.

1. Outline which learning outcomes and where you expect to conduct measures over the next 2 academic years (falls and springs) Include rationale, e.g., trending data, planned/ongoing follow-up from previous assessments or program review cycle, etc.)

Fall 2018

PLO 2. Students should be able to demonstrate competency in a world language (Spanish, French, or any other approved language) that will broaden communication capabilities, and offer insight to other cultures attainable only through the study of a language.

The MFL Department has methods for measuring these results.

Spring 2019

PLO 1. Students should be able to demonstrate an awareness of traditions and cultures elsewhere in the world as they differ from our own.

Currently, the only mandatory class for all students is Introduction to International Studies. The class offers three assignments that are used as tools for developing skills in cultural sensitivity and workforce capacity:

- 1) Analysis of the book “Things Fall Apart” and submit a 3-page paper addressing the following:
 - Okonkwo’s respect for his tribal/ethnic traditions .
 - The value system of the Umuofia people.
 - Okonkwo’s aspirations as a leader of his people.
 - Concerns, or lack thereof of the British for the local way of life.
- 2) Two class presentations on a particular region of the world. Students are assigned to treat one particular topic on that region.

Students will do a class presentation on a particular country/region and theme to demonstrate sensitivity and understanding of traditions and culture.

Students will also complete a Study Abroad Experience Assessment after completion of a travel experience abroad (See form below).

PLO 2. Students should be able to demonstrate written and oral competency in a world language (Spanish, French, or any other approved language) that will broaden communication capabilities, and offer insight to other cultures attainable only through the study of a language.

The MFL Department has methods for measuring these results.

Students taking the INTS 400 senior seminar course will demonstrate written and oral skills in a world language (Spanish, French, or any other approved language) through their presentation that must be done at least partially in the chosen language other than English. A rubric has not yet been developed for this assessment since the class has not yet been taught.

PLO 3. Students should be able to demonstrate a level of competency in their respective specialization area.

All students successfully completing INTS 400 senior seminar course will compile a comprehensive bibliography and write a Senior Thesis. Competency in their respective specialization area will be demonstrated through the subject material in the project/paper and presentation. A rubric has not yet been developed for this assessment since the class has not yet been taught.

Fall 2019

PLO 2. Students should be able to demonstrate competency in a world language (Spanish, French, or any other approved language) that will broaden communication capabilities, and offer insight to other cultures attainable only through the study of a language.

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Spring 2020

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PLO 3. Students should be able to demonstrate a level of competency in their respective specialization area.

All students successfully completing INTS 400 senior seminar course will compile a comprehensive bibliography and write a Senior Thesis. Competency in their respective specialization area will be demonstrated through the subject material in the project/paper and presentation. A rubric has not yet been developed for this assessment since the class has not yet been taught.

2. How are you planning to measure the learning outcomes (s)? (What object, i.e., test, project, presentation, etc., and with what tool, e.g., rubrics, item analysis, sampling, benchmarks, national norms, exams, juried review, etc.)

A rubric for the Introduction to International Studies (INTS 210) course is found towards the end of this document. The International Studies 400 Senior Seminar course rubrics have not yet been developed since the course has not yet been taught. It is being offered for the first time during the Fall 2018 semester. However, currently graduating students will not be obliged to take the course according to the course catalog's requirement at time of enrolling in the program.

3. Who will be responsible for the analysis and how will results be analyzed? When will results be available?

James Natsis is the International Studies Program Coordinator. He will gather necessary data.

Data will be available upon request.

West Virginia State University
International Studies

Study Abroad Experience Assessment

Name _____

Specialization area of study _____

Place, dates, and length of time of visit

Language used in country _____

Course or non-course international experience

West Virginia State University Assessment Results

Program: International Studies

Class Where Assessment Occurred	Outcome being Assessed	Assignment or Instrument Used to Collect Data	Results
1. Introduction to International Studies	To increase awareness of and sensitivity to the traditions, values, aspirations and concerns of people throughout the world.	Reading assignment book "Things Fall Apart."	Students address four specific questions that address the issues.
2.	To increase awareness of and sensitivity to the traditions, values, aspirations and concerns of people throughout the world.	Two class presentations	Students demonstrate their cultural awareness through discussion in their oral presentations.
4.			
5.			
6.			

7.			
8.			

4. Who will be responsible for the analysis and how will results be analyzed? When will results be available?

International Studies Program Coordinator, James Natsis, will be responsible for data collection. He will meet annually with respective department chairs—Modern Foreign Languages (MFL), Business, Communication, and Political Science.

Results will be available upon request.

Curriculum Map

Curriculum Map by PLOs International Studies									
International Relations									
Courses	PLO	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
		What	When	What	When	What	When	What	When

IST 210	1	Book Essay OB #1	Spring Yr 1,2						
	1	Presentation 1 OB #1,							
	1	Presentation 2 OB #1							
International Experience Abroad	1 & 2							Course or analytical paper	Yr 2
Senior Seminar Political Science	3								Yr 4
	3		Yr 4						
EarnedMi nor+ French/Sp anish	1, 2								Yr 3

Curriculum Map by PLOs International Studies									
Business									
Courses	PLO	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
		What	When	What	When	What	When	What	When

IST 210	1	Book Essay OB #1	Spring Yr 1,2						
	1	Presentation 1 OB #1,							
	1	Presentation 2 OB #1							
International Experience Abroad	1 & 2							Course or analytical paper	Yr 2
Senior Seminar Business	3								Yr 4
	3		Yr 4						
EarnedMi nor+ French/S panish	1, 2								Yr 3

Curriculum Map by PLOs International Studies									
Africana Studies									
Courses	PLO	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
		What	When	What	When	What	When	What	When
IST 210	1	Book Essay OB #1	Spring Yr 1,2						

	1	Presentation 1 OB #1,							
	1	Presentation 2 OB #1							
International Experience Abroad	1 & 2							Course or analytical paper	Yr 2
Senior Seminar	3								Yr 4
Sociology (Africana)	3		Yr 4						
EarnedMi nor+ French/S panish	1, 2								Yr 3

Curriculum Map by PLOs International Studies									
Communication									
Courses	PLO	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
		What	When	What	When	What	When	What	When

IST 210	1	Book Essay OB #1	Spring Yr 1,2						
	1	Presentation 1 OB #1,							
	1	Presentation 2 OB #1							
International & Experience Abroad	1 & 2							Course or analytical paper	Yr 2
Senior Seminar Communi- cation	3								Yr 4
	3		Yr 4						
EarnedMi- nor+ French/S- panish	1, 2								Yr 3

Curriculum Map by PLOs International Studies									
Spanish/French									
Courses	PLO	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
		What	When	What	When	What	When	What	When
IST 210	1	Book Essay OB #1	Spring Yr 1,2						

	1	Presentation 1 OB #1,							
	1	Presentation 2 OB #1							
International Experience Abroad	1 & 2							Course or analytical paper	Yr 2
Senior Seminar	3								Yr 4
Spanish French	3		Yr 4						
EarnedMi nor+ Political Science or Business	1, 2								Yr 3

