



WEST VIRGINIA STATE  
UNIVERSITY

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## Academic Affairs Assessment of Student Learning

### Assessment Plan for Academic Years 2019-2020 and 2020 -2021

#### INSTRUCTIONS:

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

#### IDENTIFYING INFORMATION:

**College:** College of Arts and Humanities

**Department/Program:** International Studies and Modern Foreign languages

**Assessment Coordinator's Name:** James Natsis

**Assessment Coordinator's Email Address:** [natsisja@wvstateu.edu](mailto:natsisja@wvstateu.edu)

**Academic Year:** 2019-20; 2020-21

#### 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 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.*

The MFL Department has methods for measuring these results.

## **Spring 2020**

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

Introduction to International Studies is mandatory for all students majoring in 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) A class presentation on a particular region of the world.

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

3) 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 2020**

***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 2021**

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

Introduction to International Studies is mandatory for all students majoring in 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.
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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.***

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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.

# **Annex**

**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

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

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 2-4
Senior Seminar Political Science	3								Yr 4
	3		Yr 4						
Earned Minor+ French/Spanish	1, 2								Yr 3-4

# Curriculum Map by PLOs International Studies

## Business

Courses	P L O	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 2-4
Senior Seminar Business	3								Yr 4
	3		Yr 4						
EarnedMin	1								Yr 3-4

or+	2								
French/Spanish									

## Curriculum Map by PLOs      International Studies Africana Studies

Courses	P L O	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 2-4
Senior Seminar	3								Yr 4

Sociology (Africana)	3		Yr 4						
Earned Minor+ French/Spanish	1, 2								Yr 3-4

Curriculum Map by PLOs International Studies Communication									
Courses	P L O	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 2-4
Senior Seminar Communication	3								Yr 4
	3		Yr 4						
Earned Minor+ French/Spanish	1, 2								Yr 3-4

**Curriculum Map by PLOs International Studies Spanish/French**

Courses	P L O	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	Presenta tion 1 OB #1,						
	1	Presenta tion 2 OB #1						
Intern ationa l Experi ence Abroa d	1 & 2						Course or analytical paper	Yr 2-4
Senior Semin ar	3							Yr 4
Spani sh  Frenc h	3		Yr 4					
Earne dMin or+  Polit ical Scienc e or Busin ess	1 , 2							Yr 3-4

## Book Analysis

Students will read “Things Fall Apart” and submit a 3-page paper addressing the following:

- 1) Okonkwo’s respect for his tribal/ethnic traditions.
- 2) The value system of the Umuofia people.
- 3) Okonkwo’s aspirations as a leader of his people.
- 4) Concerns, or lack thereof of the British for the local way of life.

### International Perspectives Rubric

	<b>Exemplar</b> (4 pts )	<b>Target</b> (3 pts )	<b>Acceptable</b> (2 pts )	<b>Unacceptable</b> (1 pt )	<b>N A</b>
<b>Cultural Product or Practice</b> ACTFL	Fully describes a cultural product or cultural practice with attention to detail and the description is always accurate.	Describes a cultural practice or a cultural product in a complete manner.	Describes a cultural product or practice, but there may be some inaccuracies.	Does not give a complete description of a cultural product or practice or there are many inaccuracies.	
<b>PERSPECTIVES</b> ACTFL	Fully demonstrates the connection between the selected cultural product or practice and the perspectives of the society to which it belongs with attention to at least two elements, like history, economy, religion, etc..	Establishes the connection between the selected cultural product or practice and the perspectives of the society to which it belongs with attention to at least one societal element, like history, economy, religion, etc.	Establishes the connection between the selected cultural product or practice and the perspectives of the society to which it belongs although the connection is not always so strong or well developed.	Fails to establish the connections between the cultural product or practice and the society to which it belongs.	



<p><b>Knowledge</b></p> <p><i>Cultural</i></p> <p><i>Self-awareness</i></p> <p>ACTFL</p>	<p>Articulates insights into own cultural rules and biases; can explain how his/her experiences have shaped these rules; can explain how to recognize and/or respond to cultural biases.</p>	<p>Articulates new perspectives about own cultural rules and biases and can express the complexities that new perspectives offer.</p>	<p>Identifies own cultural rules and biases and can identify a few cultural rules and biases of the new culture.</p>	<p>Fails to explain the cultural rules and biases of his/her own cultural group; is unable to identify cultural differences with that of the new culture.</p>	
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