

George Mason University

AY 2019-2020

CHSS : BA Global Affairs

Student Learning Outcome Assessed: Analysis of Problem or Issue in Globalization

How was achievement of the student learning outcome measured? Discuss what work/assignment(s) was/were assessed and describe the instrument (rubric, etc.) or criteria (scoring sheet, exam answer key, etc.) that was used to measure learning.	A group of GLOA faculty created a rubric that is adapted somewhat from the AAC&U Inquiry & Analysis Value Rubric. Once finalized, the measures were sent to faculty who taught primarily GLOA 400, the Capstone. While the Capstone may look different depending on who teaches the course and the topic, all capstones take an interdisciplinary approach to better understand and analyze a problem or issue in globalization. Student papers were used as the basis for assessment.
Where did this assessment take place? Indicate the course and/or milestone (internship, exit interview, qualifying exam, thesis/dissertation defense, etc.).	GLOA 400: Capstone in Fall 2019 (one section) and Spring 2020 (two sections).
Who was primarily responsible for this assessment?	A group of faculty in GLOA created the rubric and the faculty who taught the courses were responsible for the assessment and reporting scores back to the GLOA Director for analysis and entry into TK20.
How many students were assessed?	27
What is the achievement target for this assessment?	Our goal was to have at least half of the students assessed performing at the Exceptional or Superior level given that it was an upper-division course and the Capstone, which tends to enroll mostly Global Affairs majors, although other students may also take the class.
Supporting Documentation (Attach rubrics, scoring sheets, or exam questions)	(Supporting Documentation Included) BA_GLOA_Assessment201920.xlsx BA_GLOA_LearningOutcome_201920.pdfInquiryAnalysis.pdf
Is this a written communication outcome?	No
Is this an OSCAR/undergraduate research outcome?	Yes
This Undergraduate Research Outcome was:	Partially Met
Findings: What are the results of the assessment of this student learning outcome?	We found that at least 50% of students scored Exceptional or Superior on the first two measures: develops a feasible research question or problem and summarizes relevant theories and concepts. However, for the third measure that focuses on applying the theories and concepts to an original analysis, slightly less than 50% of the students assessed (N = 27) scored Exceptional or Superior.
Analysis of Results: Based on the results for this student learning outcome assessment, what are the major conclusions? Describe the strengths and or challenges in your program that impact these results. Be sure to note areas that will require special/continued attention.	It seems that students have a good understanding of relevant theoretical approaches and concepts, but they have more difficulty applying them in their own analysis of a particular issue or problem in globalization. This means we may need to re-visit the GLOA curriculum given that undergraduates take GLOA 101 and CULT 320 together, but then do not return to the program until the Capstone. There may need to be another course in the middle in which students develop their critical thinking skills and methods.
Since the last assessment cycle, what improvements have been made to increase student achievement of this outcome? Improvements may include new assessment plans, processes, instruments, assignments, faculty training and or curricular changes.	GLOA has undergone several changes since the last assessment, including the addition of new faculty and courses at the graduate and undergraduate level. Moreover, GLOA has transitioned to having a Capstone course.
RESPONSE REQUIRED: How will these findings be used to improve student learning and achievement of this outcome?	There are a few ways in which we will use these finds to improve student learning and enhance students' research skills. The first is that GLOA is considering requiring GLOA 400 for all majors. Right now, it is not a core course, although the majority of GLOA students will take it. Second, it is taught differently by faculty, but typically follows the spirit of a Capstone that includes original (primarily literary) research. There should be a discussion about how the Capstone can be taught in a more uniform way so that students have a chance to hone their critical thinking skills through original research (either individually or in teams). And third, it may be that we must re-visit the curriculum and add either a research methods course (only required for MA students) or to see how we could use CULT 320 (although not technically housed in GLOA) to help students develop skills they would need in order to analyze a problem or issue in globalization using appropriate theoretical approaches.
Changes to be made based on the findings (OPTIONAL):	Revise curriculum, Revise advising system, Implement additional training