



WEST VIRGINIA STATE
UNIVERSITY

Find *Your* Passion.

**Academic Affairs Assessment of Student Learning
Report for Academic Year 2018-19**

Department/Program International Studies

Assessment Coordinator's Name: James Natsis

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

1. Which learning outcomes did you measure this past year?

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

Students wrote a paper during the spring 2019 semester on the book, "Things Fall Apart."

Students also did a presentation on a country/region and theme during the spring 2019 semester.

Study abroad survey.

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 its own means for analyzing language competency.

In addition, the capstone course for International Studies has been implemented as of Spring 2016. Students will give part of their report for the class in either Spanish or French. Thus far there has been no enrollment in the capstone course.

2. In which course(s) were assessments conducted?

Introduction to International Studies

Study Abroad

3. How did you assess the learning outcomes (s)?

Questions were asked that address issues of cultural awareness. A rubric was used to assess the answers.

Students did an analysis of the book “Things Fall Apart” and submitted 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.

Students also do a presentation on a country/region and theme. Students are graded on the following based on a country/theme: 1) Demonstrates knowledge of subject; 2) Demonstration of cultural differences (intercultural, US vs. other, etc.); 3) Impact on culture and traditions.

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.	One class presentation	Students demonstrate their cultural awareness through discussion in their oral presentations.

4.			
5.			
6.			
7.			
8.			

4. How many students were included in the assessment(s) of each PLO in a course?

10 students.

5. How were students selected to participate in the assessment of each outcome?

Random selection.

6. In general, describe how each assessment tool (measure) was constructed?

In-house.

7. Who analyzed results and how were they analyzed?

The professor of the class, James Natsis, analyzed results. Results are discussed informally with members of the Modern Foreign language Dept that serves as oversight for the interdisciplinary International Studies degree program.

Two students participated in study abroad. In lieu of the survey, they submitted a journal expressing their reflections and observations. Both students demonstrated a clear understanding of cultural differences.

The MFL Department has its own means for analyzing language competency. This is coordinated by the department chair

- 8. Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome. Report scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.**

Results showed a significant understanding of cultural differences.

- 9. What are next steps?**

We will measure this same learning outcome again.

- 10. Please attach an example of the assessment tool used to measure your PLO(s). See Appendix below:**

Annex

**West Virginia State College
Office of International Affairs**

Study Abroad Survey

Name (optional)

Date, name of country, and length of trip

Did you receive course credit?

Is this the first time you left the United States? If no, where else have you traveled?

Do you speak a language other than English? If yes, which?

Describe your recent study abroad experience. Was it beneficial to your overall educational experience at WVSC?

What could the organizer(s) have done differently?

Comments:

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

	Exemplar (4 pts)	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)	N A
Cultural Product or Practice 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.	
PERSPECTIVES 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>Knowledge</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>	
--	--	---	--	---	--