

Annual Executive Summary Report



GLST Executive Summary 2019-20

Program (CAS) - GEOG - Global Studies (BA) - 520

Program Mission Statement: Enter Mission Statement

2019 - 2020

Program Assessment Coordinator: Donald E Colley

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/30/2020

Date of Future Plan Review and Approval: 09/10/2021

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The rapid increase in Global Studies majors and faculty buy-in has been excellent. Our two primary instructors have helped develop our assessment techniques and course outcomes. Overall, students were found to be highly successful.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Undergraduate Coordinator

Describe the process for sharing and discussing assessment findings with program faculty: Shared Dropbox folder

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: GEOG 2103 is being considered for a 3000-level course designation

Based on this year's findings, what (if any) changes are planned for the assessment process?: As this is the first-year of assessment, no changes are being planned

Describe the process for implementing these changes/planned program improvements: N/A

Program Improvements Made in the Last Year: Assessment Measure Improvements

"Other" Improvements: N/A

Goals for the Coming Year: Graduate our first large class of GLST students.

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Donald E Colley

Assessment Impact Report: Plans and Findings



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Outcome: Global Perspectives

Students enrolled in GLST 2103 will:

- 1) Assess the consequences of globalization in multiple realms (social; cultural; economic; political; military; environmental);
- 2) Explain how historical, social, economic, and political processes that have shaped the current world system;
- 3) Understand selected global challenges and current events;
- 4) Explain the relationships between global studies and other disciplines;
- 5) Demonstrate respect for different worldviews, beliefs, and values Identify job titles and describe possible career pathways for Global Studies majors

Outcome Status: Active

Planned Assessment Year: 2019 - 2020

Outcome Type: Disposition

Assessment Methods

Rating of Skills - Homework, written assignments, exams (Active)

* **Learning Outcome Goal/Benchmark:** 3 out of 4 on most outcomes

Findings

Reporting Period: 2019 - 2020

10/04/2020

Conclusion: 3 - Meets Program Expectations (Proficient)

All students performed at our better than proficient. This is an excellent first assessment given the importance of this course. The average for all outcomes was at or above a 3/4.

Number of Students Assessed: 12

Number of Successful Students: 12

How were students selected to participate in the assessment of this outcome?: Enrolled in the course

What do the findings suggest about student achievement of this learning outcome?: All students met program expectations with the exception of ONE STUDENT on ONE OUTCOME. We feel this adequately reflects the preparation that GEOG 1113 and GEOG 1713 have given to students before taking GEOG 2103. We hope that 2020-2021 continues to impress.

Outcome: Global Sustainability

Students in GLST 2002 will:

- 1 Understand the importance (and difficulty) of defining and fostering sustainability.

Tools: Exams

- 2 Identify key actors in local, national, and global arenas that impact sustainable development issues.

Tools: Discussion, in-class activities, and reading responses

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3 Connect sustainability concepts to real-world challenges, including individual/social needs and political debates.

Tools: Homework and in-class activities

4 Propose creative and practical solutions to sustainability facing OSU, the United States, and the global community.

Tools: Final paper

5 Strengthen skills of (a) literature search, critical reading, mapping, and data analysis; and (b) planning, organizing, drafting, and revising a college-level scientific paper.

Tools: Creative Inquiry Paper

Outcome Status: Active

Planned Assessment Year: 2019 - 2020

Outcome Type: Knowledge

Assessment Methods

Rating of Skills - Homework, in-class activities, written assignments (Active)

* **Learning Outcome Goal/Benchmark:** 3 out of 4 on most outcomes

Findings

Reporting Period: 2019 - 2020

10/04/2020

Conclusion: 3 - Meets Program Expectations (Proficient)

Most students were better than proficient but there were at least two students who did not successfully complete the outcomes expected by the department. However, no one was below minimum expectations. Generally speaking, for the number of students evaluated, the course outcomes were sufficiently met.

Number of Students Assessed: 12

Number of Successful Students: 10

How were students selected to participate in the assessment of this outcome?: Enrolled in the course

What do the findings suggest about student achievement of this learning outcome?: Students most struggled on LO 2 (which includes participation and reading activities) which is a persistent problem across all our degrees and major courses. Reading comprehension and remaining active in class is difficult. However, this course was in the Fall prior to the pandemic, so transitioning online cannot account for these discrepancies. I will work with the course instructor to better understand students' mistakes and how to better correct for them.