Liberal Arts Essentials Assessment Plan

Course: POLS151: Introduction to International Relations

Writing Unit: No

Instructor: Arnold; may be taught by adjunct faculty

Methods: Reflection paper on Service Learning experience and LAE course evaluation form.

LAE Category: International Perspectives

Goal: Two (2) – Muskingum students will explore connections among formal learning, citizenship, and service to our communities.

Objective: One (1) – Students will use knowledge and skills gained through their course-work to address issues and interests within their communities.

A. Student work examined
List the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation or class assignment) and attach a copy of each along with the Departmental plan.

Two types of student work will be examined to measure how well they have achieved the objectives. First, students will be asked to give a presentation in groups describing the politics of a country. Second, students will be asked to complete the LAE course evaluation form.

First stream of data: In the third week of the course, the class will read an article on global citizenship. Following the class, the instructor will put students into groups with a maximum of 5 persons in each group (based on a 35 person enrollment). Groups will then be required to find international organizations with which they can get involved and a project or issue with which to do so. Groups will be required to have their projects vetted by the instructor. Following completion of their project, individual students will be required to turn in a reflection paper connecting concepts from the reading with their actions. These reflection papers form the first stream of evidence. In addition, students will be required to present to the rest of the class about their service learning project, although this will not be the assessed portion of the work.

The text from the syllabus is copied below:

“Service Learning Reflection Paper:

The service learning reflection paper is worth 10% of a student’s grade. On Monday January 23rd we will have a reading on the concept of global citizenship. The instructor will split the class into groups. As this is a course involving service learning, the groups are required to find both an international organization and an issue which the group will be able to help in some fashion. A sample list of such groups is below:

Approved 1/19/2012
Greenpeace; World Wildlife Fund [WWF]; Amnesty International; Doctors Without Borders; International Committee of the Red Cross; UNICEF; United Nations; Oxfam; Human Rights Watch; Save the Children; Anti-Slavery International; Women At Risk; and many more of which I am not aware.

To find an issue, students should go on the website of the group and there is usually a “get involved” tab. Students should find a project in which their group can get involved, some way in which they can help out an organization. Once they have found an issue, each group should turn in a one-page summary of which groups they are going to work with, what they are going to do, and when they plan to do it. This summary should be turned in by Monday January 30th. A sample list of ideas is provides below:

Fundraiser; Open a student organization of the NGO; Participate in a letter-writing campaign; Design a website; Participate in a ‘consciousness-raising’ campaign on campus; and many others.

Students will then carry out their service learning projects and turn in a 5 page paper immediately after their group presentation (in the week beginning 4/16: see syllabus). The paper should reflect on the group’s action and how it promoted a sense of global citizenship. The paper should follow the format below:

- Which International NGO did the group work with? Who are they and what do they do?
- What was the issue you worked on and why is it important?
- What did the group do?
- How does this connect to and manifest the concept of global citizenship? (this should be the longest part of your essay)

Service Learning Presentation

The service learning presentation is worth 5% of a student’s grade. As part of service learning is also the chance to tell others about your experiences, in the week beginning April 16th, we will have a series of presentations as groups about your service learning projects. Include slides and pictures of your projects. If you designed internet materials, connect to them. The presentations should last 15-20 minutes and every member of the group must participate.”

Second stream of data: Students will be asked to evaluate the course using the LAE course assessment evaluation. This faculty-approved evaluation form is regularly used as a method of assessment.

A. Scoring Criteria
Briefly explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.) Attach copies of measurement instrument or rubric.

First stream of data: The first stream of evidence is the student service learning paper. Students will be assessed on how well they are able to apply concepts from the reading on global citizenship to their projects. The evaluation of these four criteria will not be a part of the student’s grade in any way. A grading rubric is given in table 1.
<table>
<thead>
<tr>
<th>Component</th>
<th>Failed to meet expectations (0)</th>
<th>Meets expectations (1)</th>
<th>Exceeds expectations (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing the NGO and how its work is important to the global community</td>
<td>Minimal information; work shows little understanding of NGO awareness of its contribution to the global community.</td>
<td>Adequate information; work shows competent but not nuanced understanding of NGO and awareness of its contribution to the global community.</td>
<td>Advanced information; work shows nuanced understanding of NGO and advanced awareness of its contribution to the global community.</td>
</tr>
<tr>
<td>Describing issue and why we should care about it</td>
<td>Minimal information on issue; No valid reasons as to why we should care about the issue.</td>
<td>Adequate information on issue; One valid reason as to why we should care about the issue</td>
<td>Advanced information on issue; Two or more valid reasons as to why we should care about the issue</td>
</tr>
<tr>
<td>Account of student project</td>
<td>No account given of student project.</td>
<td>Account given of student project.</td>
<td>Detailed account given of student project.</td>
</tr>
<tr>
<td>Connection to global citizenship</td>
<td>Fails to apply concept of global citizenship to project.</td>
<td>Applies concept of global citizenship to project in 1 way.</td>
<td>Applies concept of global citizenship to project in 2 or more ways.</td>
</tr>
</tbody>
</table>

Each assessment criterion is given a value (in parentheses) which will be totaled after assessment. Students who score more than 6 points on all 4 categories combined will be judged to have exceeded expectations; those who score 3-5 to have met expectations; and those who score less than 2 to have failed to meet expectations.

*Second stream of evidence:* The second stream of evidence that will be used is the LAE Course Evaluation Form given to students during the final week of class. The LAE course evaluation Form is a standard assessment tool adopted by the faculty.