

Fall 2018

Contemporary Global Studies CART

Learning Outcome 2: Recognize and understand cultural diversity in a global context.

Assessment Measures / Methods	Target Levels / Benchmarks	Results	Action Taken
Core 190 (Secs. A,B, C,D,E) -research essay assignment (DIRECT ASSESSMENT) <i>Zbiek – 71 students</i> <i>Ray – 34 students</i>	≥75% at Competent, Good, or Superior; ≥50% Good or Superior	Target Met (93% ≥ Competent; 53% ≥ Good) <i>Zbiek – 30 S, 34 G, 7 C</i> <i>Ray – 16 S/G, 14 C, 1 I</i> <i>Scarboro – 10 S, 35 G, 19 C, 7 I</i>	-CART members will apply experiences to new Core assessments.
Core 191 (Secs. A,B,C,D) -exam essay assignment (DIRECT ASSESSMENT) <i>Scarboro – 71 students</i> *No submissions for CORE 193 (Secs. A,B,C,D)			

The data collected in Fall 2018 was incomplete (instructors for CORE 193 did not report) but showed the same promising results as those submitted in Spring 2018. The target for Outcome 2 was met and instructors pointed to a variety of successes. As an example, Ayesha Ray had her students use specific examples of multinational corporations to demonstrate student ability to assess the political, cultural, and economic power of these corporations on the lives of local populations in different countries. To illustrate Dr. Ray highlighted a student who researched how Mexico’s Vicente Fox, a former Coca Cola executive, used the company’s brand and financial support in his campaign for President. In large part, CART members thought the previous year’s issue of student lack of awareness about the world and contemporary global problems, in general, was not a problem this go around. CART members believe the way forward in the new Core is to continue to refine their teaching to better explain the interconnection between global systems and contemporary trends since the 20th century.

Spring 2019

Contemporary Global Studies CART

Learning Outcome #3: "Apply interdisciplinary knowledge and methodology to understand contemporary global issues" (CORE 190) or Apply disciplinary knowledge and methodology to understand contemporary global issues (CORE 191-193)."

Assessment Measures / Methods	Target Levels / Benchmarks	Results	Action Taken
Core 190 (Secs. A,B,C,E) -research essay assignments (DIRECT ASSESSMENT) <i>Ray – 46 students</i> Zbiek – No submission Core 191 (Secs. A,B,C) -exam assignment (DIRECT ASSESSMENT) <i>Scarboro – 70 students</i> *No submissions for CORE 193 (Secs. A,B,C)	≥75% at Competent, Good, or Superior; ≥50% Good or Superior	Target Met (95% ≥ Competent; 59% ≥ Good) <i>Ray – 15 S, 15 G, 17 C, 5 I</i> <i>Scarboro – 10 S, 28 G, 25 C, 7 I</i>	-CART members will apply experiences to new Core assessment.

The data collected in Spring 2019 showed promising results, although there may be too little data to support any broad conclusions. Unfortunately, yield on faculty submission of assessment materials was very low. Half the number of CORE 190 sections did not report; and once again no sections of CORE 193 reported results. In general, students seemed to effectively demonstrate methodologies and theories related to interdisciplinary and disciplinary-specific approaches. In conversations about the results the CART noted that effective understanding of these issues is more easily grasped in disciplinary-specific courses. As Cris Scarboro noted, he was "pleased by their [students'] ability to use historical methodology to address important global issues." Interdisciplinary learning approaches may take more time for students to understand since a variety of disciplinary-specific approaches are needed to realize true interdisciplinary learning. The CART believes the focus on disciplinary course approaches in the new Core will yield better assessment results on the occasion that some interdisciplinary learning is assessed.