

International and Global Studies (IGS)

Strategic Assessment Plan

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October, 31st 2024

Background

International and Global Studies (IGS) is a fairly new major at IWU built on the International Studies (IS) program. The new IGS major maintains the core curricular skeleton (two required core courses: an introductory course to the discipline, INST 240 Thinking Globally, and the capstone course INST 488 Senior Seminar) and the three overall educational objectives (see description below) outlined in the IS External Review (2017-18). The comprehensive curricular revision done in spring 2021 follows the IS reviewers' recommendations of "tightening, integrating, and giving greater intentionality and structure" to the program. The new IGS program (approved by the Curriculum Council and the faculty in spring 2021) addresses these recommendations by streamlining offerings, integrating the study of a second language more fully into the major, and providing meaningful experiential learning opportunities for the students such as study abroad, internships with a global focus, and opportunities for undergraduate research.

Description of the International and Global Studies Program

Mission and Goals

(2024-25 Course Catalog, pages 196-97)

The International and Global Studies (IGS) Major is interdisciplinary in orientation; it is designed to bring the knowledge of several disciplines to address the world's most pressing problems. The IGS major advances the University's educational mission by preparing students to live and work as responsible global citizens in an increasingly interconnected, yet culturally diverse society plagued by systems of inequality and inequity. Given a world characterized by rapid, overlapping, complex, and sometimes conflictual flows of people, technologies, goods, money, and cultures, we must be able to place our lives and experiences in the context of this dynamic human community. To this end, the IGS program is designed to serve the educational and career needs of students who are interested in studying the relationships between global problems and regional dynamics, and who are planning careers in international business, education, journalism and media, or working with international agencies of the public and private sectors, international organizations, and foundations.

The IGS program has three core educational objectives:

- 1) Enrich students' comprehension and appreciation of the global human community through the analysis of transnational, international, or global phenomena;
- 2) Enlighten students about the lived experiences of people who occupy different parts of the globe, but who are connected to each other through webs of ecology, history, communication, disparities of power, and, at the same time the moral bonds of a common humanity;

3) Encourage students to think about the interconnectedness of our fates across the globe, and about their own place in a globalized world through a variety of analytical lenses.

International and Global Studies Major Requirements

A minimum of 9 courses to include the following (At least four of the courses must be at the 300-400 level):

- 1) International Studies 240: Thinking Globally: An Introduction.
- 2) International Studies 488: Senior Seminar
- 3) At least three courses selected from electives in the Analysis of Global Systems, Structures, and Processes list
- 4) At least three courses selected from electives in the Analysis of Global Cultural Expressions list
- 5) A supervised academic internship (INST 397 or Univ 398), or an independent research project (INST 450).

Students majoring in International and Global Studies will also show third-semester proficiency in a second language and are encouraged to complete an off-campus study experience in an approved program.

I. Student Learning Outcomes (SLOs)

During Fall 2024, the faculty of the IGS program rewrote a set of student learning outcomes (SLOs) for the major that will reflect the current IGS curriculum and the three overall program learning objectives described in the 2024-25 Course Catalog. In the revision process, we considered (1) the 2017-18 IS external reviewers' recommendations, (2) students' recommendations in previous IS Exit Interviews, and (3) the measurability of the new SLOs. These new learning outcomes will be placed in the Course Catalog and on the syllabi of both IGS core courses: INST 240: Thinking Globally and INST 488 Senior Seminar.

A student graduating with a major in International and Global Studies will be able to:

1. *Identify* current theories of globalization, modernity, and identity that inform the field of international and global studies.
2. *Analyze* global systems by critically examining and evaluating international systems of inequality and inequity, including their historical roots, current manifestations, and potential future impacts on societies worldwide.
3. *Evaluate* global cultures by critically assessing diverse cultural perspectives, practices, and societal structures in various global contexts to demonstrate intercultural competence.
4. *Synthesize* knowledge from multiple disciplines to design innovative, ethical approaches to addressing transnational issues, with a focus on promoting equity and social justice in diverse global contexts.
5. *Construct* and *communicate* persuasive arguments for addressing global challenges, demonstrating the ability to conduct research within a responsible global citizenship framework.

II. Methods of assessment

Student Learning outcomes SLOs	IGS courses meeting the outcomes	Assessment Measures and Method of Assessment (direct)
Outcome 1 Identify current theories	-INST 240 Thinking Globally	TBD by instructor Exam questions Projects Student presentations
Outcome 2 Analyze Global Systems	-INST 240 Thinking Globally -Elective course in Analysis of Global Systems -INST 397 Internship	TBD by instructor Projects Research papers Exam questions Student presentations
Outcome 3 Evaluate Cultural Global Expressions	-INST 240 Thinking Globally -Elective course in Analysis of Global Culture -Study abroad experience -INST 397 Internship	TBD by instructor Projects Research papers Exam questions Student presentations
Outcome 4 Synthesize knowledge from different disciplines	-INST 450 Special Project -INST 488 Senior Sem -INST 397 Internship	Rubric for argumentative writing in global knowledge -INST 450 research paper -INST 488 research paper -INST 397 research paper
Outcome 5 Construct and Communicate persuasive arguments	-INST 450 Special Project -INST 488 Senior Sem -INST 397 Internship	Rubric for argumentative writing in global knowledge -INST 450 research paper -INST 488 research paper -INST 397 research project

Both IGS core courses (INST 240: Thinking Globally and INST 488 Senior Seminar) will be assessed using *direct methods of assessment* (a research paper, project, student presentation, and/or an exam question with a rubric).

In addition to these direct methods of assessment, student learning in the IGS program will be assessed using indirect methods of assessment:

- Senior Portfolio
- Senior Exit interview
- Study Abroad experiences (pre and post-study abroad surveys)

III. Timeline

The IGS program will be on a 3-year assessment cycle starting in the current academic year (2024-2025). This will allow us to assess all 5 student learning outcomes in the two core courses plus the experiential learning requirement (internship, study abroad experience, or independent project).

In order to write the IGS Strategic Assessment Plan, the faculty in the IGS program will complete the following tasks during Fall 2024:

- Rewrite learning goals and outcomes to reflect 2021 changes in the curriculum.
- Rewrite questions in the Senior Exit Interview to reflect the current curriculum and learning experiences.
- Rethink the Senior Portfolio to reflect the new student learning outcomes in the program.

Course/Requirement	Year	SLO1	SLO2	SLO3	SLO4	SLO5
INST 240: Thinking Globally	1	X	X	X	X	
Experiential Learning	2	X	X	X	X	X
INST 488: Senior Seminar	3	X	X	X	X	X
Indirect assessment: Senior Portfolio Senior Exit Interview	3	X	X	X	X	X

Annual Review Process for the Yearly Update document:

1. Collect and analyze data from both direct and indirect measures
2. Review results with faculty
3. Identify areas for improvement
4. Develop and implement action plans

IV. Assessment feedback loop

At the end of the 3-year cycle, the IGS faculty will conduct a comprehensive review of all data collected with the purpose of:

1. Revise learning objectives if necessary
2. Update curriculum and teaching methods
3. Refine assessment tools and processes
4. Set new targets for the next 3-year cycle