Part A

1. **List of Program Learning Outcomes (PLOs)**
   As a result of the external review and discussions with the University Assessment Director, the PLOs have been reduced from 7 to 4.
   
   **PLO1 – Knowledge**
   Students will engage in interdisciplinary studies and demonstrate an understanding of complex global events and processes of globalization in relationship to culture, politics, gender studies, sustainability, and foreign languages.

   **PLO2 – Research Skills and Methods**
   Students will demonstrate the ability to write, speak, research, and critically analyze complex global events and processes of globalization.

   **PLO3 – Critical Thinking Skills**
   Students will analyze, synthesize, and interpret texts, images and experiences, demonstrating quantitative literacy, innovation of thought and creation of theoretical or practical solutions to global problems.

   **PLO4 – Perspectives and Values**
   Students will demonstrate a critical understanding of the ethical implications of global citizenship, informed by global awareness and cross-cultural understanding.

2. **Map of PLOs to University Learning Goals (ULGs)**
   (Please indicate how your PLOs map to the University Learning Goals below by listing the PLO under each relevant ULG, or including this map in table form (see examples [here](#)). Use the link above for a full description of each ULG.)
ULG 1 – Specialized Knowledge
PLO 1 – Knowledge

ULG 2 – Broad Integrative Knowledge
PLO 1, PLO 4

ULG 3 – Intellectual Skills
PLO 2, PLO 3

ULG 4 – Applied Knowledge
PLO 2, PLO 3, PLO 4

ULG 5 – Social and Global Responsibilities
PLO 3, PLO 4

3. **Alignment – Matrix of PLOs to Courses**

   See Attached Table

4. **Planning – Assessment Schedule**

   (Please provide a reasonable, multi-year assessment plan that specifies when a PLO will be assessed (A), when you might plan to implement changes as a result of your assessment (I), and, if applicable, when you might reassess a given PLO (R) to gauge the impact of the change. All PLOs should be assessed at least once during each program planning cycle (usually 5 years). Add rows and columns as necessary.)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 1</td>
<td></td>
<td>A</td>
<td>I</td>
<td></td>
<td>R</td>
</tr>
<tr>
<td>PLO 2</td>
<td></td>
<td>A</td>
<td>I</td>
<td>R</td>
<td>A</td>
</tr>
<tr>
<td>PLO 3</td>
<td></td>
<td>A</td>
<td>I</td>
<td></td>
<td>R</td>
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<tr>
<td>PLO 4</td>
<td></td>
<td>A</td>
<td>I</td>
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</tbody>
</table>

5. **Student Experience**

   a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.? PLOs are communicated on the website and syllabi for all courses. This is still in the process of being implemented and should be on all syllabi by Fall 2016. PLOs are currently being updated on the website.

   b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate. Yes, students will have the opportunity in GLST 179 to provide feedback on the PLOs and assessment process. This is currently being developed and will be implemented in spring 2017.

**Part B**

6. **Assessment Data and Results**

   (Please briefly describe the data collected for this report (e.g., student papers, posters, presentations, portfolios, assignments, exams). The instruments used to evaluate student achievement (e.g., rubrics or other criteria) and actual data (e.g., assignment description or instructions) should be attached as appendices.) In general, the Global Studies program evaluates all PLOs each year via ePortfolios. We are considering revising this to evaluate one PLO at a time even though students select artifacts exemplifying their attainment of all PLOs. This year PLO2 was evaluated. The current assessment was collected via ePortfolios compiled during GLST 179 Senior Seminar.
7. **Analysis**
(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.) The ePortfolio instrument (Portfolium) was new this year so there was a certain learning curve that students and the instructor had to work through. In addition, the instructor of GEOG 199 went on leave with about 5 weeks left in the semester and that class was combined with GLST 179. This increased the class size from 18 to 32, which created difficulties for students and instructor. However, the primary lesson learned was the need for a rubric that provides clear and specific expectations for evaluating the ePortfolio. This instrument is attached and will be used in Spring 2017. It is hoped that the rubric will allow for a more complete and successful assessment of student success.

8. **Proposed changes and goals (if any)**
(Given your findings, please list the proposed changes and goals for the next academic year and beyond – that is, how will you “close the loop”?) A rubric with clear and specific expectations for evaluating the ePortfolio has been developed and is attached.

**Part C**
(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcome as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department’s efforts. Please add rows to the table as needed.)

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop rubric for portfolio assessment</td>
<td>Rubric has been developed and will be used in Spring 2017.</td>
</tr>
<tr>
<td>Change to evaluating only one PLO each year.</td>
<td>This year PLO 2 was evaluated rather than all of them at the same time.</td>
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