

Date: August 15, 2022

To: DEOs of departments that offer CLAS Core IGI courses

From: Cornelia Lang, Associate Dean for Undergraduate Education

RE: Request for CLAS Core Assessment of International and Global Issues (IGI) Courses

CLAS Core Assessment of International and Global Issues (IGI) Courses

For courses being taught in fall 2022, please coordinate with the course instructor to provide the following information to the GECC for each course that has GE CLAS Core status in IGI.

- 1. An analysis using evidence (see below for more details on recommended forms of evidence) addressing how the course helps students to reach each of the GE area outcomes for the International and Global Issues CLAS Core area, including a brief statement on how the course content fits into the CLAS Core area content requirement.**
 - **IGI Outcome #1:** Students develop knowledge of one or more contemporary global or international issue.
 - **IGI Outcome #2:** Students demonstrate a greater awareness of various perspectives and a deeper appreciation of how differences arise.
 - **IGI Outcome #3:** Students are better able to adapt to the complexity and diversity of contemporary life through their understanding of international and global contexts.
 - **IGI Outcome #4:** Students know and are able to apply at least one method of analysis and critical inquiry.
 - **IGI Content Requirement:** IGI courses examine contemporary international or global issues, introducing students to the perspectives of other nations or cultures. Courses in this area help students to understand contemporary issues from an international or global perspective by focusing predominantly on countries or issues outside of the United States. Courses studying a single country or using a historical perspective must place the subject within a contemporary international or global context.

- 2. Instructor Reflection, Course Development, Enrollments and Resources:** instructors should review the [CLAS Core GE Course Attributes and Instructor Expectations](#) to prepare this section of the assessment.
 - Briefly summarize whether the course currently meets the [course attributes and instructor expectations](#) for CLAS Core courses.
 - Analyze struggles students might have had achieving the outcomes, citing evidence or drawing upon the experience of teaching the course.
 - Suggest one or two changes to the course structure that might help improve student learning in future semesters, regardless of who might teach the course.
 - Please use this section of the assessment to comment on enrollment trends, course planning and any additional resources that are needed to deliver this course effectively.

3. **Course syllabus and any student work or assignments referred to in your statement:** In addition to the full syllabus for fall 2022, please include a thoughtful selection of assignments, exams, activities, or quizzes and any other related materials that demonstrate how the course meets the IGI area outcomes and the CLAS Core attributes with items referenced in the above analysis.
4. **Two CLAS Core statuses (if applicable):** if the course current has IGI status as well as another GE CLAS Core area status (such as SS, VC, LVPA, etc.), please provide the name of the other GE CLAS Core area and comment on the which status is more closely connected to the course. The CLAS Core program would like to move to a system where each course (outside of the courses that also have Sustainability status) counts toward only a single CLAS Core area. This helps the instructors and the GECC better assess how the course is meeting the area outcomes. Keep in mind that more students have their Social Sciences CLAS Core area satisfied with previous credit (college level coursework) than the other CLAS Core areas. CLAS is particularly interested in keeping a strong and robust set of courses that fulfill the International and Global issues area status. If the course will no longer carry IGI status in the future, you do not need to do the assessment for this course.
5. **If the course is not offered in Fall 2022,** the department should provide an abbreviated report. The abbreviated report should include brief responses to the prompts in Item #1, a syllabus from the most recent time the course was taught, and a summary of representative student feedback about the course.

Acceptable Forms of Evidence

Two forms of evidence must be used in the analysis in Part 1. We require that one of the forms is some type of student feedback and we are more flexible on the second type of evidence.

1. **Student feedback**, such as answers from the ACE evaluation forms or from other forms of student feedback that you have collected, perhaps at different points during the semester to see if students' perceptions of their learning have changed. ACE forms for Spring 2022 and beyond (or for Fall 2019 and before) include questions for the GE CLAS Core area outcomes.

AND

2. **Samples of student work**, such answers on one or two quiz or exam questions or informal class exercises or homework, demonstrating learning in the related GE outcomes. The goal of the committee is not to re-evaluate a student's work. Rather, the committee wants to know what you see that gives you confidence that the course is effectively supporting student learning.

OR

3. **Observations from an outside peer reviewer** who visits the classroom and reviews the class materials and their relation to the student learning outcomes in this GE area.

Additional Guidelines for the Use of Evidence

- Evidence should speak directly to the GE student-learning outcomes and not to the other learning outcomes or goals of the course. Note that the goal of the GE Curriculum Committee is not to assess the course as a whole, but only the extent to which the course's pedagogy, assignments, and structure help students to meet the GE outcomes. Thus evidence (student work, student feedback, an outsider's observations) should be specifically related to those outcomes, not to global assessments of teaching or course quality.
- At least two forms of evidence should be used in order to capture a wider reflection of divergent points of view.
- Grades are an evaluation of individual student performance related to specified course goals and are greatly influenced by student effort as well as by other issues. Thus, grades are not, in and of themselves, an assessment of the design of the course as a whole. Please do not count grades as a form of evidence.
- Student perceptions of their own growth can be helpful if used in conjunction with other evidence. Student feedback should be collected anonymously so that a student is assured that grades will not be affected by a response. When giving a survey, stress that its purpose is to improve the course in future semesters. ACE GE questions can also be used as evidence.
- The analysis by an outside peer reviewer, such as a colleague in the instructor's department who visits the class, also can be used as external evidence. This analysis should focus on the GE outcomes, student learning, and the course structure, not on whether the students are enjoying the course or like the teacher or their peers within the class.

Length Guidelines

Part 1: ½ to 1 page single spaced for each of outcomes and content; no more than 4-5 pages total to respond to the prompts. Cited evidence can be included in Part 3.

Part 2: 1 page single spaced for this section.

Part 3: This section may be any length; however, committee members appreciate a thoughtful selection that best supports these outcomes and attributes.

Part 4 and 5: up to 2 pages total for this information.

These materials are due by Wednesday, February 1, 2023.

Please send the materials to Jennifer Eimers by email (jennifer-eimers@uiowa.edu) in one file labeled with the course number and title (e.g., *MATH:1340 Mathematics for Business*) for each course.

CONTEXT, BACKGROUND, and MOTIVATION

Goals of the CLAS Core Assessment Process

The College of Liberal Arts and Sciences and the General Education Curriculum Committee (GECC) are committed to assessing courses approved for the General Education curriculum, with the assessment accomplishing four primary goals.

1. The assessment provides an analysis of student achievement of the GE outcomes (stated below) and of how a GE course facilitates that achievement. This is not an evaluation of the instructor or of the course content but of how well the course supports student achievements of the related GE outcomes.
2. The purpose of the assessment is also to consider if any improvements are needed in the course in order to foster better achievement of the GE learning outcomes by students, no matter their level of preparation.
3. This process also helps to educate instructors about the purpose of the GE Program and the role of their courses within it, encouraging dialogue among faculty.
4. Assessment provides the GE Curriculum Committee (GECC) with a comprehensive overview of the GE requirements and their outcomes from many perspectives, encouraging changes to outcomes or other areas to improve the program, if needed, while ensuring continual revision and renewal to the program.

Reports submitted and reviewed by the GECC will be summarized in a report to the CLAS Undergraduate Educational and Policy Curriculum Committee (UEPCC) by the end of the spring semester.

Please see this link for more information on the General Education Program:

<https://clas.uiowa.edu/faculty/faculty-oversight-ge-clas-core>

Guidelines for the GE Assessment Project

Audience

The submitted analysis will explore student learning in relation to outcomes of the IGI GE Area, listed below. The audience for the analysis is the faculty members of the GECC, which conducts the review. Keep in mind that GECC members represent many different disciplines and thus the summary should be written for **a general audience**.

Key Points

The statement should analyze how the course supports student progress toward the achievement of the two GE outcomes, independently from students' final performance (and grade) in the course.

- That is, what in the class structure has best helped students to better achieve these outcomes? For example, how does student work reveal which assignments are helping students to solidify their fulfillment of the GE outcomes?
- How does feedback, homework, collaborative projects, presentations, etc. help student achievement?
- Do some activities seem to contribute more than others?

The analysis should also examine why certain students seem not to be achieving some of the outcomes. Is there any way a revision of course structure could better encourage student effort and engagement with the material?

Evidence is an important aspect of assessment and must be used. The University of Iowa is accredited by the Higher Learning Commission, and this accreditation in part rests on the institution's use of evidence while making "continuous improvement":

Assessment and the processes an institution learns from should be well-grounded in evidence. Statements of belief and intention have important roles in an institution's presentation of itself, but for the quality assurance function of accreditation, evidence is critical. Institutions should be able to select evidence based on their particular purposes and circumstances. (See item 5 at <https://www.hlcommission.org/Publications/guiding-values.html>)