

\*We have taken this opportunity to relook closely at our previous assessment plan. As a result, we have redesigned the learning objectives and expanded some of the assessment tools we are now using. Much of our previous plan relied solely on student feedback and perceptions. We believe this is important, but the new plan adds some more direct measures. The data we report in other sections is based on the old information we have been collecting. New data will be gathered starting with the 2016-2017 academic year.

## Global Communication Assessment Plan

The Global Communication major helps students prepare for living in a global society through meeting the following objectives.

Students will be able to:

1. **Objective:** Demonstrate intercultural competence in a variety of situations

**Method of Assessment:** This competence is demonstrated by the successful completion of a practicum, requiring work in an intercultural setting. This will be verified by a faculty advisor's review of the experiences associated with the review through journal entries, discussion with supervisors associated with the student practicum and a final report by the student. We will also assess student perceptions of our success in accomplishing this objective through an alumni survey (see Appendix A).

**Timing:** Review is completed at the end of the semester the student enrolls in the practicum.

2. **Objective:** Demonstrate the ability to apply and explain a series of key concepts from their major areas of study (communication, language, culture, and ethics) to their personal experiences in intercultural environments.

**Method of Assessment:** This ability is demonstrated through the completion of the practicum paper (14-18 pages) designed to synthesize the student's knowledge of concepts from the major of areas of study and the student's personal experiences in intercultural settings. Each paper will be assessed using a version of the Intercultural Knowledge and Competence VALUE rubric designed by the Association of American Colleges & Universities. A score of 15 or higher on this rubric will demonstrate competence in this area. A copy of the rubric is provided in the Appendix B. We will also assess student perceptions of our success in accomplishing this objective through an alumni survey.

**Timing:** Collected each semester, when the student completes the paper. Data will be organized into a report each summer.

3. **Objective:** Ethically, critically and systematically analyze problematic messages within a global setting.

**Method of Assessment:** A sampling of advanced majors in the Advanced Global Communication Class will be evaluated on a final written assignment. Effectiveness in these areas is demonstrated by a student's ability to score a 15 or higher using a version of

the Global Learning VALUE rubric designed by the Association of American Colleges & Universities. We will also assess student perceptions of our success in accomplishing this objective through an alumni survey.

**Timing:** Each semester with senior students in the Capstone class. Results will be combined for each academic year. A copy of the rubric is provided in Appendix C.

4. **Objective:** Demonstrate communicative competence in a second language.

**Method of Assessment:** Students will be assessed using two rubrics (one for oral proficiency and one for written proficiency). These rubrics are adapted from the Common European Framework of Reference for Language Assessment. A copy of the rubrics is in Appendix D in this document. We will also assess student perceptions of our success in accomplishing this objective through an alumni survey.

**Timing:** These rubrics will be filled out for each student based on their advanced language classes and the results will be compiled each year.

## Appendix A

### QUESTIONNAIRE FOR STUDENTS WHO GRADUATED WITH A GLOBAL COMMUNICATION MAJOR

Department of Languages, Philosophy, and Communication Studies  
Utah State University

1. Name
2. Please list any minors or double majors?
3. Did you encounter any difficulties in registering for the Communication courses you needed to meet the requirements of the major? If so, which ones?

4. Please evaluate your communication classes regarding each of the following learning objectives:

Objective 1:

Students will be able to demonstrate intercultural competence in a variety of situations.

With respect to this objective my classes were effective:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Objective 2:

Students will be able to demonstrate the ability to apply and explain a series of key concepts from their major areas of study (communication, language, culture, and ethics) to their personal experiences in intercultural environments.

With respect to this objective my classes were effective:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Objective 3: Students will be able to ethically, critically and systematically analyze problematic messages within a global setting.

With respect to this objective my classes were effective:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Objective 4:

Students will be able to demonstrate communicative competence in a second language.

With respect to this objective my classes were effective:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

With respect to the overall goal of helping students prepare for living in a global society.

My classes were effective:

- Strongly agree

- Agree
- Neutral
- Disagree
- Strongly disagree

5. What are your post-graduation plans? Please include information concerning a job, graduate school, or professional school.

6. Please provide post-graduation contact information, if possible. This information will be confidential.

a. E-mail address:

b. Postal address

c. Phone number

7. We are very interested in your feedback. Please include any general comments you would like to make about your experiences in the Global Communication program and the Department of Languages, Philosophy, and Communication Studies.

## Appendix B

### Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.) *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	4 Excellence	3 Highly Effective	2 Competent	1 Needs Work
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how ones experiences have shaped these rule, and how to recognize and respond to cultural biases, resulting in a shift in self-description	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

	meanings) and is able to skillfully negotiate a shared understanding based on those differences.			
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment.

## Appendix C

### Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

*Evaluators are encouraged to assign a zero to any work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Global Self-Awareness</b>	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
<b>Perspective Taking</b>	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
<b>Cultural Diversity</b>	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
<b>Personal and Social Responsibility</b>	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
<b>Understanding Global Systems</b>	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.

	to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	human and the natural worlds.	
<b>Applying Knowledge to Contemporary Global Contexts</b>	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.



## Appendix D

### OVERALL PROFICIENCY

6	Proficient Speaker	<ul style="list-style-type: none"> <li>• Can understand with ease virtually everything heard or read.</li> <li>• Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.</li> <li>• Can express him/herself spontaneously, very fluently and precisely, differentiating shades of meaning even in more complex situations.</li> </ul>	<b>Yes</b>	<b>No</b>
5	Advanced Speaker	<ul style="list-style-type: none"> <li>• Can understand a wide range of demanding, longer texts, and recognize implicit meaning.</li> <li>• Can express him/herself fluently and spontaneously without much obvious searching for expressions.</li> <li>• Can use language flexibly and effectively for social, academic and professional purposes.</li> <li>• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</li> </ul>		
4	Early Advanced Speaker	<ul style="list-style-type: none"> <li>• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.</li> <li>• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</li> <li>• Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</li> </ul>		
3	Intermediate Speaker	<ul style="list-style-type: none"> <li>• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li> <li>• Can deal with most situations likely to arise whilst traveling in an area where the language is spoken.</li> <li>• Can produce simple connected text on topics which are familiar or of personal interest.</li> <li>• Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans</li> </ul>		
2	Early Intermediate Speaker	<ul style="list-style-type: none"> <li>• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</li> </ul>		

		<ul style="list-style-type: none"> <li>• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> <li>• Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate</li> </ul>		
1	Beginning Speaker	<ul style="list-style-type: none"> <li>• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>• Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</li> <li>• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> </ul>		

### OVERALL WRITTEN PRODUCTION

			Yes	No
6	Proficient Writer	<ul style="list-style-type: none"> <li>• <i>Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.</i></li> </ul>		
5	Advanced Writer	<ul style="list-style-type: none"> <li>• <i>Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</i></li> </ul>		
4	Early Advanced Writer	<ul style="list-style-type: none"> <li>• <i>Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.</i></li> </ul>		
3	Intermediate Writer	<ul style="list-style-type: none"> <li>• <i>Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.</i></li> </ul>		
2	Early Intermediate Writer	<ul style="list-style-type: none"> <li>• <i>Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.</i></li> </ul>		
1	Beginning Writer	<ul style="list-style-type: none"> <li>• <i>Can write simple isolated phrases and sentences.</i></li> </ul>		