Undergraduate Academic Assessment Plan 2012-13

IDS Concentration in Modern European Studies

College of Liberal Arts and Sciences

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Mission Statement

The IDS concentration in Modern European Studies (MES) at UF focuses on major European issues. You will be able to identify and conduct modern Europe relevant research. You will evaluate the significance, quality and veracity of information gathered in the literature and to apply it effectively. You will also be able to articulate the results of research clearly and effectively. The mission of this program aligns with the universities mission to create a broadly diverse environment necessary to foster multi-cultural skills and perspectives for its students to contribute and succeed in the world of the 21st century. It also aligns with the college mission to conduct scholarly inquiry and mentor students to become the next generation of intellectual and pioneers.

Students must apply for admission to the IDS major in MES by the end of the sophomore year at the latest, in consultation with two faculty sponsors (one of whom must be in CLAS). A 3.0 GPA is required for admission to the major, which consists of:

1. 6 hours of introductory course work at the 2000 level, and two years of a foreign language at UF (or the equivalent).
2. 20 hours of upper-division course work, of which ideally no more than 9 hours should be taken in any single department.
3. 7 - 12 hours of IDS 4906 during work on the senior thesis under the supervision of the two faculty sponsors.

Student Learning Outcomes

Content

1. Identify, define, and explain issues of modern Europe and identify and conduct Europe-relevant research.
2. Integrate different sources and types of knowledge into holistic perspectives about Europe.

Critical Thinking
3. Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.

Communication
4. Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.

Curriculum Map

Curriculum Map for:

IDS- Modern European Studies   College of Liberal Arts and Sciences

Key: **I**ntroduced   **R**einforced   **A**ssessed

Courses SLOs	Course1 IDS4906	Course2 IDS4906
Content Knowledge		
SLO #1	**I, R**	**I, R, A** **Thesis**
SLO #2	**I, R**	**I, R, A** **Thesis**
Critical Thinking		
SLO #3	**I, R**	**I, R, A** **Thesis**
Communication		
SLO #4	**I, R**	**I, R, A** **Thesis**

Assessment Cycle

Assessment Cycle for: IDS Concentration in Modern European Studies

College of Liberal Arts and Sciences

Analysis and Interpretation: Fall Term annually
Improvement Actions: Late Fall Term annually
Dissemination: End of Fall Term

Assessment Cycle Chart

Year SLOs	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge						
#1	x	x	x	x	x	X
#2	x	x	x	x	x	X
Critical Thinking						
#3	x	x	x	x	x	X
Communication						
#4	x	x	x	x	x	X

Methods and Procedures

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Know major issues of modern Europe and identify and conduct Europe-relevant research.	Thesis	Rubric
Integrate different sources and types of knowledge into holistic perspectives about Europe.	Thesis	Rubric
Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.	Thesis	Rubric
Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.	Thesis	Rubric

The concentration in Modern European Studies forms part of the Interdisciplinary Studies (IDS) program in the College of Liberal Arts and Sciences. As such, its guidelines regarding minimum requirements, coursework, etc. match those of the IDS program. For more information, see: http://www.clas.ufl.edu/ids/. Definitive of MES as an IDS major is the MES-specific coursework, which is worked out by the student in consultation with the MES program coordinator and her/his primary faculty advisor. Also definitive of the IDS concentration in MES is the research for and composition of the senior thesis referenced in the mission statement above, work the student does under the IDS 4906 course rubric. Assessment oversight of the IDS concentration in MES is built into the prerequisites of the IDS program: the minimum GPA in coursework for undertaking and completing the IDS major in MES, and the interdisciplinary thesis work with faculty advisors in two different departments. Consultations between MES faculty members in different departments (corresponding to the parameters of the IDS program) regarding the progress and quality of thesis research and writing is ongoing.

Indirect measures will include the number of IDS MES majors and the number graduating with honors.

The generic rubric used for assessment is as follows:

A	A clear, accurate, detailed and comprehensive understanding of the relevant facts / data / theories/ terms evaluated and presented articulately
B	An adequate understanding of the relevant facts / data / theories/ terms evaluated and presented with few discrepancies.
C	An uneven understanding of the relevant facts / data / theories/ terms.
E	An inadequate understanding of the relevant facts / data / theories/ terms.

Assessment Oversight

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Figure 1: Sample Rubric for Grading Senior Thesis

Sample Rubric for grading senior thesis	A Paper	B Paper	C Paper	Unsatisfactory
Ideas	Excels in responding to assignment. Interesting, demonstratessophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and followout their logical implications. Understands and critically evaluatesits sources, appropriately limits and defines terms.	A solid paper, respooding appropriately to assignement. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less lwell to assignment. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.
Organization & coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentencesoften develop one idea from the previous one or identify their logical relations. It guides the readerthrough the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list or arrange ideas randomly. May use transitions, but they may not be logic based. Paragraphs have topic sentences but may be overly general.	Organization may be random and lack internal paragraph coherence using few transitions. Paragraphs may lack topic sentences or main ideas, or be too general or too specific to be effective. Paragraphs may not all
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points and interpret the evidence/explain connections between evidence and main ideas.	Uses generalizations often to support main points. Examples may not be obvious or relevant. Often depends on unsupported opinion or	Uses irrelevant details or lacks supporting evidence. May be a summary rather than analysis.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which do not impede understanding.	Usually contains several mechanical errors but do not impede the overall understanding.	Contains many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.