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Proposed Assessment Process
“Nicaragua: Faith and Hope” Course (Genl. 197 A)
Developed with Assistance from the Augustana College
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Expected Outcomes/Course Objectives	Evaluation Strategies	OUTCOMES
<p>I. All students will participate in pre-departure classes and discussion sessions. These classes are designed to facilitate understanding and awareness of historical, cultural, geographical, political and social issues in Nicaragua.</p>	<p>I. Attendance will be taken at each of the pre-departure gatherings. Additional discussion opportunities will also be made available for those who may have to miss a class due to sickness.</p>	<p><i>I. All students were present for all of the pre-departure classes. Many members of the Sioux Falls community and surrounding communities also attended, adding a wonderful variety of perspectives and personal stories to supplement the material being taught. A variety of topics were covered including politics, geography, history, economics and social issues confronting the nation. Students were asked to reflect on their preconceptions of what they might encounter in Nicaragua. Most were fairly realistic in their expectations of what they would face, but admitted that some elements of the trip may be out of their comfort zone. (Staying with rural families in the mountains, for example.)</i></p>
<p>II. Students will have the opportunity to interact with and learn from guest speakers brought into the course (Pastor Glen Enright, Jerry Wilson, Dr. Dondelinger, Tracy Riddle, Bishop Andrea DeGroot-Nesdahl).</p>	<p>II. Students' preconceptions about Nicaragua will be discussed in class and those preconceptions will later be contrasted with the impressions they form during and after their visit to Nicaragua. Students will be asked to weave these ideas, preconceptions, misconceptions, etc. into their public presentation (given upon return).</p>	<p><i>II. The guest speakers in our classes provided dynamic and varied interpretations of what makes Nicaragua such a remarkable and unforgettable country. All provided personal reflections on their visits there, each with a unique focus and perspective. Their presentations covered aspects of Nicaragua's religion, culture, coffee-growing and harvesting process, and historical events.</i></p>
<p>III. Within three weeks of returning, students will each give some type of public presentation about their Nicaraguan experience. These presentations may be part of the "Celebration of Cultures" lecture and event series, part of church forums, or public presentations to other civic</p>	<p>III. Students must score at least 50 out of 70 possible points on the presentation rubric. (See accompanying rubric.)</p>	<p><i>III. All of the students worked together to design a presentation about their experiences in Nicaragua. They used flags, posters, Power Point, food and personal stories to help paint a picture of life in Nicaragua for those in attendance (over 60 people!) As a part of the presentation, they also</i></p>

Signed:

NICARAGUA PRESENTATION

Presentation criteria:	0 None of required elements present.	2 Oops! Most elements missing or most information incomplete.	4 Information is not complete or at least half of requirements not met.	6 Good. Some elements missing or needing more work.	8 Above average work. Nicely done. Most requirements met.	10 Excellent! All requirements met!
Presentation is at least 30 min. in length						10 Fantastic! Actual presentation was over one hour.
Presentation includes graphics (slides, pictures, or Power Point) in addition to speaking						10 Beautiful photos and wonderful organization of the Power Point presentation!
Presentation includes brief explanation on history, culture, geography, etc. in addition to personal experiences						10 Yes! You included all of the major aspects of the country that we had studied, and added many of your own reflections and stories as well.
Presentation is well-organized and planned						10 Excellent. It was fantastic the way you arranged the

						speaking so that all group members covered one major aspect of the trip.
Presentation includes at least one handout, created by student(s)						10 Great handout! Easy to read and understand.
Speaker is easily heard and understood						10 This was a bit difficult in a room that was filled to overflowing, but you rose to the occasion and did a beautiful job.
Presentation shows contrast of pre-and post-travel conceptions of country						10 Definitely! Good example of pre-and post-travel knowledge of history (Che, Sandanistas, politics, etc.) and of cultural misconceptions and lessons learned.

TOTAL = _____70_____ / 70 possible points ____ (Must earn 50/70 to pass)