

ACADEMIC YEAR 2021-2022 / ANNUAL PROGRAM REVIEW (APR)

International Studies BA

This view always presents the most current state of the plan item.

Plan Item was last modified on 12/16/21, 8:18 AM

Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

Name of degree/major or credential (example: Psychology BA/BS):

International Studies BA

Assessment Cycle State Date:

3/1/2021

Assessment Cycle End Date:

7/1/2022

Progress:

Under Review by College/Institution

Providing Department:

International Studies

Responsible Users:**Assessment Report Contact:**

Bill L. Smith

Program Changes in Past Year:

The most significant revision to the IS degree since its establishment 30 years ago was put into place with the 2021-22 UI Catalog. This involves an expansion of issue emphasis options (our core three remain the same, with most majors and minors on campus now counting as well) and an increase in the number of IS@ credits required.

Learning Outcomes are Communicated to All Students in Program (check box if true):

true

Learning Outcomes are Communicated to All Faculty (check box if true):

true

Optional: Framework Alignment:**Import Outcomes Data (from Anthology Outcomes):**

1.

Understanding of NGOs

Students can demonstrate an understanding of the role and importance of Non-Governmental Organizations (NGOs) in global governance and the major patterns of cooperation with states, intergovernmental organizations, businesses, and other civil society organizations.

Academic Year 2020-2021: International Studies (B.A.)

Term: **Overview***No Results*

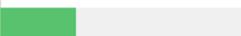
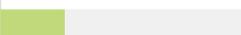
2.

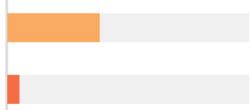
International System

Students graduating with a BA in International Studies will demonstrate an understanding of how countries act and interact with each other in the international system through application of their individual domestic programs/foreign policies in intergovernmental organizations.

Academic Year 2020-2021: International Studies (B.A.)

Term: **Overview**

Exceeded		31.11%	14
Met		26.67%	12

Partially Met		37.78%	17
Not Met		4.44%	2

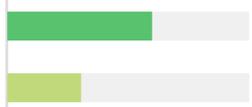
3.

Regional Knowledge

Students graduating with a BA in International Studies will demonstrate an understanding of major patterns in culture, geography, economics, and politics in their target region.

Academic Year 2020-2021: International Studies (B.A.)

Term: Overview

Exceeded		60%	18
Met		30%	9

Partially Met		0%	0
Not Met		10%	3

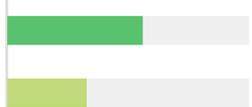
4.

Issue Knowledge

Students graduating with a BA in International Studies will demonstrate an understanding of major patterns in the way developed and developing nations, intergovernmental organizations, nongovernmental organizations, and/or business interests relate to their target issue emphasis.

Academic Year 2020-2021: International Studies (B.A.)

Term: Overview

Exceeded		55.88%	19
Met		32.35%	11

Partially Met		0%	0
Not Met		11.76%	4

5.

Critical Thinking

Students graduating with a BA in International Studies will demonstrate evidence of critical thinking skills

Academic Year 2020-2021: International Studies (B.A.)

Term: Overview

Exceeded		68.57%	24
Met		14.29%	5

Partially Met		17.14%	6
Not Met		0%	0

Summary of Student Learning:

Assessment data collected in this cycle continues a pattern wherein we observe a curriculum functioning well. Some of the numbers are almost certainly anomalies. For example, the 100% attainment of the goal for LO 2 in IS 320 stems from the significant additional time spent than normal on researching and writing the paper. This was possible because the usual time spent honing skills to be used at the National Model United Nations Conference was not needed - the conference was virtual - and we redirected that time. But we certainly hope not to replicate that again.

The six-year findings report shows most other measures falling into a similar range as past cycles.

We also look at several Graduating Senior Survey questions and then re-poll seniors following completion of the capstone course. Capstones matter in many fields, and even more so in our interdisciplinary program where so many things are tied together that the GSS - completed before more students even begin the capstone - does not adequately capture the indirect measure. In particular, we re-ask about "Knowledge of the evolution of economic, social, and political institutions" and "Knowledge of current international issues and problems."

Attached Files

[Bonus GSS 2021.docx](#)

[IS Six year benchmark to findings 2021.docx](#)

Summary of Faculty Discussion:

Our late May 2020 meeting to assess our assessment, plan, and review things was part of our biennial "deep dive" into our full plan; we're scheduled to do so again in 2022. You'll note the document below indicates the 2018 plan and 2020 update and actions; we'll do so again in 2022. We always look at our rolling six year findings report to see if anything needs immediate attention and to assess patterns in student performance.

We met in September 2020 and debated swapping out the heretofore first Learning Outcome - language acquisition, assessed already for shared students in the Modern Language Department - for a new one focused on Non-governmental Organizations. The NGO focus has the advantage of being something all IS majors study in common via IS 410, is a commonly-chosen career path, and is something we can assess ourselves while still having all IS students in French, German, and Spanish be assessed via the STAMP exam and included in assessment data by our colleagues.

We are concerned about the impact of key retirements in partner departments which deliver regional emphasis classes which, combined with many students unable to study abroad due to Covid, may impact performance on those measures. We know our curricular change may prove an unsatisfactory stopgap measure.

Attached Files

[IS Continuous Assessment Planning Review and Plan 2019-20.docx](#)

Summary of Changes/Improvements Being Considered:

While we won't do another deep dive into the data for another cycle, we have decided to add a sophomore/junior level assessment of LO 5 (critical thinking) to what we do in the capstone class. This will be done on an annual basis in a rotating set of classes offered by Professor Damann in the Fall term.

The coming cycle will be the first with information collected for LO 1.

Attached Files

There are no attachments.

Inter-rater Reliability:

Firstly, we have robust and detailed rubrics for each of our Learning Outcomes (we developed a new one for LO 1, so there's one for each now). Second, both with the three of us in IS and when alumni and/or teaching assistants lend a hand with assessment, we hold norming sessions which are detailed in the annual assessment materials. We struggle with how to norm adequately for oral presentations and have plans for post-mortem conversations in lieu of advance norming (these were planned for 2021 but not actualized).

Closing the Loop:

- The changes we put in place to improve partnerships and mentorship in IS 320 following the 2017-18 cycle continue to bear fruit. We have a similar number of very high-quality papers, with many fewer lower quality papers.
- We do find higher marks (anecdotally) for students with a second major tied to their issue emphasis rather than a mere emphasis, and have changed the curriculum to allow second majors in lieu of an issue emphasis. For example, previously a student could finish a major in Business but not have enough international business coursework to finish our emphasis. With ample international context provided by the spine of the IS degree, the business knowledge suffices.

Attached Files

There are no attachments.

Quality Assessment Feedback:

Attached Files

There are no attachments.

Related Items

No connections made