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| **Assurance of Student Learning****2020-2021** |
| *PCAL* | *Political Science* |
| *702 International Affairs*  |
| *Roger Murphy & Scott Lasley* |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** |
| **Student Learning Outcome 1:**  Students will identify dynamics of the international political and economic system. |
| **Instrument 1** | Direct: Analysis of student portfolios or papers from PS 497, a senior seminar course required for IA majors. |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Student Learning Outcome 2:** Students will illustrate the complex relationship between domestic and international issues. |
| **Instrument 1** | Direct: Analysis of student portfolios or papers from PS 497, a senior seminar course required for IA majors. |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Student Learning Outcome 3:** Students will contrast characteristics of diverse regions, cultures, and countries. |
| **Instrument 1** | Direct: Analysis of student portfolios or papers from PS 497, a senior seminar course required for IA majors. |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**  |
| A revised curriculum for the IA major was implemented for students starting the program in Fall 2020. At this time we plan on continuing to use this assessment process but will evaluate to see if changes need to be made. It will take several assessment periods to fully assess the impact of the curricular changes. |

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| **Student Learning Outcome 1** |
| **Student Learning Outcome**  | Students will identify dynamics of the international political and economic system. |
| **Measurement Instrument 1**  | Student portfolio prepared as part of PS 497, a senior seminar course required for IA majors. |
| **Criteria for Student Success** | *Students score at least a 3 on a scale of 1-5* |
| **Program Success Target for this Measurement** | 80% of students score at least a 3. | **Percent of Program Achieving Target** | 100%Mean = 4.00 |
| **Methods**  | A review panel of two faculty members review student portfolios utilizing the attached rubric. 50% of the student portfolios are selected randomly for review (*n*=8). Scores were also averaged. |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
| Recent changes were made to the curriculurm. It will take a couple of assessment periods to cycle through to before we are able to confirm that the changes continue to meet the needs of our students and allows them to fulfill the student learning outcomes. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| This Fall will mark the second cohort of incoming IA majors with the new curriculum. Student feedback on the changes has been positive but it will be a couple of years before we are able to fully assess the impact of the changes.  |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| This outcome will be assessed again in Spring 22. |

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| **Student Learning Outcome 2** |
| **Student Learning Outcome**  | Students will illustrate the complex relationship between domestic and international issues. |
| **Measurement Instrument 1** | Student portfolio and research paper prepared as part of PS 497, a senior seminar course required for IA majors. |
| **Criteria for Student Success** | *Students score at least a 3 on a scale of 1-5* |
| **Program Success Target for this Measurement** | 80% | **Percent of Program Achieving Target** | 86%Mean = 3.88 |
| **Methods**  | A review panel of two faculty members will review student portfolios utilizing the attached rubric. 50% of the student portfolios selected randomly for review (*n* =8). Scores were also averaged. |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
| Recent changes were made to the curriculurm. It will take a couple of assessment periods to cycle through to before we are able to confirm that the changes continue to meet the needs of our students and allows them to fulfill the student learning outcomes. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| This outcome will be assessed again in Spring 2022. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| This Fall will mark the second cohort of incoming IA majors with the new curriculum. Student feedback on the changes has been positive but it will be a couple of years before we are able to fully assess the impact of the changes.  |

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| **Student Learning Outcome 3** |
| **Student Learning Outcome**  | Students will contrast characteristics of diverse regions, cultures, and countries. |
| **Measurement Instrument 1** | Student portfolio prepared as part of PS 497, a senior seminar course required for IA majors. |
| **Criteria for Student Success** | *Students score at least a 3 on a scale of 1-5* |
| **Program Success Target for this Measurement** | 80% | **Percent of Program Achieving Target** | 86%Mean = 4.00 |
| **Methods**  | A review panel of two faculty members will review student portfolios utilizing the attached rubric. 50% of the student portfolios selected randomly for review (*n*=8). Scores were also averaged.  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
| Recent changes were made to the curriculurm. It will take a couple of assessment periods to cycle through to before we are able to confirm that the changes continue to meet the needs of our students and allows them to fulfill the student learning outcomes. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| This outcome will be assessed again in Spring 22 |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| This Fall will mark the second cohort of incoming IA majors with the new curriculum. Student feedback on the changes has been positive but it will be a couple of years before we are able to fully assess the impact of the changes.  |

**Rubric for International Affairs Assurance of Student Learning**

All SLOs are evaluated on a scale of 1 to 5.

SLO 1: Students will identify dynamics of the international political and economic system.

1 – Student identifies few dynamics of the international political and economic system.

3 – Student identifies many key concepts and is generally able to place them in appropriate context.

5 – Student identifies most key dynamics of the international system and places them in appropriate context.

SLO 2: Students will illustrate the complex relationship between domestic and international issues.

1 – Student is unable to show how relationships relate to one another.

3 – Student is able to illustrate key relationships between domestic and international issues.

5 – Student is able to clearly illustrate relationships and provide an analysis of key relationships.

SLO 3: Students will contrast characteristics of diverse regions, cultures, and countries.

1 – Student is unable to identify and contrast characteristics of regions and cultures.

3 – Student is able to identify and contrast many key characteristics.

5 – Student is able to identify, contrast, and analyze key characteristics.