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**International Studies, BA**

**Academic Assessment Plan**

**Version 5 (a)**

**Adopted by**

**The International Studies Curriculum Committee**

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Mission Statement

The International Studies program at UAA prepares students to be global citizens in an interdependent world. International and intercultural knowledge is fundamental to contemporary life and work. The objective of this program is to prepare students to be contributing members of the international community.

The program integrates comparative and global courses, language study, and courses focused on a particular area of the world. The program offers a BA in International Studies with tracks in Regional Studies and Global Social Sciences.

Introduction and Overview of International studies, BA assessment

This assessment plan is the fifth iteration of the Academic Assessment Plan.

The degree was implemented in the Fall Semester, 2007 and is governed by the International Studies Curriculum Committee.

In the first academic year of the degree’s existence, the curriculum committee modified the assessment plan to shift focus to acquired linguistic and cultural competencies, demonstrating cross-cultural understanding as gained through language studies. The committee also made minor changes to another outcome.

During the second and third academic year the curriculum committee approved a series of changes to the program’s catalog copy and the addition of a degree capstone. In addition, a sub-committee of the curriculum committee recommended the addition of a program outcome focused on writing skills. These recommendations were accepted and implemented in the third version of the assessment plan.

Based on feedback from students collected in a survey and from faculty anecdotes, the INTL faculty revised the major in AY 2013-14. Changes included reconfiguring the tracks within the major, adding several new capstones, tightening language requirements, and adding an international/intercultural experience requirement to the major. The revision to the major required a new assessment plan, removing one outcome and adding another.

In AY 2015-16 the INTL Curriculum Committee undertook a reorganization of the program in order to provide students with a timely, coherent path through their degree completion. The BA degree requirements now include a set of Foundational Courses, Core courses, and a selected Mastery course.

The interdisciplinary Bachelor of Arts in International Studies provides students with analytical skills and cross-cultural insight required of informed global citizens. Foundational courses introduce students to different modes of inquiry and provide the basis for comparative approaches to international and global issues. Core and Mastery courses require students to apply critical thinking skills and analytical modes of inquiry across regions, societies and cultures. Students select either a regional emphasis that focuses on a particular language and location, or a global social science emphasis that prepares students broadly to pursue professional opportunities in an international context.

To further develop their understanding and skills, students majoring in international studies are encouraged to study abroad or participate in other international or intercultural experiences.

This latest version of the INTL BA assessment plan slightly revises the assessment process in order to take into account the curricular changes made to the degree program requirements.

Program Outcomes

At the completion of this program, students are able to:

1. Demonstrate cross-cultural understanding through language study.
2. Demonstrate critical thinking about values, attitudes, and practices in an international context.
3. Demonstrate an ability to analyze international issues and challenges and apply integrative multi-disciplinary skills to describe and explain them.
4. Demonstrate effective written communication.

Table 1: Association of Assessment Measures to Program Outcomes

| **Outcomes** | Linguistic and Cultural Pro-chievement Examination | Grade on 4th Semester Language Final | CORE Course (HIST A390, PHIL A301, PS A311, SOC A307) Final Paper or Project | Mastery Course (ENGL A440, GEOG A390A, PHIL A400, SOC A380) Final Paper or Project |
| --- | --- | --- | --- | --- |
| 1. Demonstrate cross-cultural understanding through language study. | 1 | 1 | 0 | 0 |
| 2. Demonstrate critical thinking about values, attitudes, and practices in an international context. | 0 | 0 | 1 | 1 |
| 3. Demonstrate an ability to analyze international issues and challenges and apply integrative multi-disciplinary skills to describe and explain them.  | 0 | 0 | 1 | 1 |
| 4. Demonstrate effective written communication. | 0 | 0 | 1 | 1 |

0 = Measure is not used to measure the associated outcome.

1 = Measure is used to measure the associated outcome.

Assessment Measures

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

Table 2: Program Outcomes Assessment Measures and Administration

| **Measure** | **Description** | **Frequency/ Start Date** | **Collection Method** | **Administered by** |
| --- | --- | --- | --- | --- |
| Linguistic and Cultural Pro-chievement Examination | Pro-chievement oral examination administered during the fourth semester of language study. Assessment will rotate through the different languages (French, German, Japanese, Russian, Spanish) that apply to the degree | Every other year starting 2014-15 | Chair collects from instructor | LANG 202 instructor |
| Grade on 4th Semester Language Final Examination | Assessment will rotate through the different languages (French, German, Japanese, Russian, Spanish) that apply to the degree | Every other year starting 2014-15 | Chair collects from instructor | LANG 202 instructor |
| **Core Course** (HIST A390, PHIL A301, PS A311, SOC A307)Final Paper or Project | Final paper or project for degree Core Course will be scored according to an INTL rubric that will cover outcomes #2, #3 and #4. Core courses will be assessed on a rotational basis. | Every other year starting 2017-18 | Chair collects data and analysis from instructor | Core Course instructor |
|  **Mastery Course** (ENGL A440, GEOG A390A, PHIL A400, SOC A380) Final Paper or Project  | Final paper or project for degree Mastery Course will be scored according to an INTL rubric that will cover outcomes #2, #3 and #4. Mastery courses will be assessed on a rotational basis. | Every other year starting 2017-18 | Chair collects data and analysis from instructor | Mastery Course instructor |

Assessment Process

General Implementation Strategy

The International Studies Chair will coordinate with INTL faculty the overall assessment process, and work with the individual faculty whose courses have been identified for assessment for the current year. INTL will follow a rotational course assessment practice, so that appropriate language, core and mastery courses are each assessed in alternating years. The language-based outcomes will continue to be measured by the Language Department in selected LANG A202 courses, as has now been successfully done for a number of years. For those courses chosen to be assessed for the current year, individual INTL faculty will use the attached rubrics to report out assessment results and analysis on the selected PSLOs. The INTL chair will gather the data and analysis, compile it into an annual assessment report, fill out the annual academic assessment survey, distribute the report to the INTL Curriculum Committee for comment, and call meetings to discuss the findings.

The INTL Curriculum committee will meet at least once a year (usually in the Fall) to review assessment results, and consider any possible changes or recommendations to plan, process, or program, based on PSLO achievement and assessment. The appropriate curricular process will be followed in making any substantive programmatic changes.

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Appendix A: Linguistic and Cultural Pro-chievement Examination

Measure Description:

Pro-chievement oral examination administered during the fourth semester of language study. Assessment will rotate through the different languages (French, German, Japanese, Russian, Spanish) that apply to the degree.

Factors that affect the collected data:

Students taking the language courses before they declare an International Studies major will not be assessed. If the course is taught by an adjunct instructor, special arrangements will need to be made, which could have data collection as well as resource implications. Students will take the testing less seriously if it is not incorporated into their course grade.

How to interpret the data:

The following revised (Dec. 2017) rubric has been designed by the Department of Languages to assess linguistic and cultural pro-chievement as appropriate to the course-level of the students being tested.

**Appendix A1—RUBRIC—Oral Proficiency**

| UAA, Department of LanguagesI. Scale for Oral Linguistic Proficiency*Name of student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Language:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Date :* \_\_\_\_\_\_\_\_\_\_\_\_\_\_**🢧Overall content and delivery (20%)** Information conveyed appropriate for context **\_\_\_\_\_**  **🢧Communication (20%)** Logical and coherent responses; speaker displays linguistic control and confidence **\_\_\_\_\_** **🢧Vocabulary (20%)**Adequate for situation, a few erroneous words, but native speaker familiar with **\_\_\_\_\_** a globalized society can understand meaning without hesitation **🢧Grammar (20%)**  Grammatical errors are few and do not interfere with comprehension **\_\_\_\_\_** **🢧Fluency and Pronunciation (20%)**Converses with appropriate responses and ease; pronunciation does not interfere with comprehension **\_\_\_\_\_**  **Total (100%): Evaluator:** |
| --- |

 **KEY** (Half points accepted throughout scale.)

 **0=Null 16=80**

 **1-5 =F 16.5=82.5**

 **6-10=F 17=85**

 **11=55 17.5=87.5**

**12=60 18=90**

**13=65 18.5=92.5**

**14=70 19=95**

**15=75 19.5=97.5**

**15.5=77.5 20=100**

**Appendix A2—RUBRIC—Written Proficiency**

| UAA, Department of LanguagesI. Scale for Written Linguistic Proficiency*Name of student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Language:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Date :* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **🢧Overall content and delivery (20%)** Appropriate information conveyed for context \_\_\_\_\_\_\_\_**🢧Communication (20%)**Logical and coherent responses; writer displays linguistic control and confidence **\_\_\_\_\_\_\_\_** **🢧Vocabulary (20%)**Adequate for situation, a few erroneous words, but native speaker familiar with \_\_\_\_\_\_\_\_ a globalized society can understand meaning without hesitation**🢧Grammar and Stylistics (20%)** Errors and sentence structure are few and do not interfere with comprehension; **\_\_\_\_\_\_\_\_** responses conveyed with relatively natural flow and style **🢧Critical Thinking (20%)**Responses demonstrate critical and analytical thinking skills within context \_\_\_\_\_\_\_\_  **Total (100%): Evaluator:** |
| --- |

**KEY** (Half points accepted throughout scale.)

 **0=Null 16=80**

 **1-5 =F 16.5=82.5**

 **6-10=F 17=85**

 **11=55 17.5=87.5**

**12=60 18=90**

**13=65 18.5=92.5**

**14=70 19=95**

**15=75 19.5=97.5**

**15.5=77.5 20=100**

**Appendix A3—RUBRIC—Cultural Proficiency**

**(excerpted from the ACTFL Guidelines: *The Cs of Foreign Language Education*)**

| II. Scale for Cultural Proficiency*Name of student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Language:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Date :* \_\_\_\_\_\_\_\_\_\_\_\_\_\_**25%****🢧**Speaker/Writer is able to provide a substantial account of information; demonstrates accurate knowledge of material; is able to present thesis/argument clearly, organize and develop ideas, supply examples and detailed analysis of these citations to substantiate thesis. \_\_\_\_\_\_\_\_ **25%****🢧** Speaker/Writer demonstrates an understanding of the relationship betweenthe products and perspectives of the culture studied. \_\_\_\_\_\_\_\_**25%****🢧** Speaker/Writer has acquired information and recognized the distinctive viewpoints that are only available through the target language and its cultures. \_\_\_\_\_\_\_\_**25%****🢧** Speaker/Writer demonstrates understanding of the concept of culturethrough comparisons of the culture(s) studied and one’s own culture(s). \_\_\_\_\_\_\_\_  **Total (100%): Evaluator:** |
| --- |

**KEY** (Half points accepted throughout scale.)

 **0=Null**

 **1-5 =F 17.5=70 21.5=86**

 **6-10=F 18=72 22=88**

 **11-14=F 18.5=74 22.5=90**

**15=60 19=76 23=92**

**15.5=62 19.5=78 23.5=94**

**16=64 20=80 24=96**

**16.5=66 20.5=82 24.5=98**

**17=68 21=84 25=100**

Appendix B: Grade on 4th Semester Language Final

Measure Description:

Grade for the final examination of the fourth semester (LANG 202) languages courses (French, German, Japanese, Russian, Spanish)

Factors that affect the collected data:

Students taking the language courses before they declare an International Studies major will not be assessed. The make up of the final examination and balance between the proficiencies (listening, speaking, reading, writing, cultural competency) will vary across the languages.

How to interpret the data:

The program will look at the percentage of International Studies students who earn an “A” or “B” on the final. Looking at this data as well as the data gathered on the pro-chievement examination (measure one) will provide an excellent indication of student achievement (mastery of material studied) as well as pro-chievement (linguistic and cultural proficiency within topics studied).

Appendix C: Core Course Assessment (HIST A390, PHIL A301, PS A311, SOC A 307)

 and Mastery Course assessment (ENGL A440, GEOG A390A, PHIL A 400, SOC A380)

Scores on Final Paper or Project

Measure Description:

The Core and Mastery courses are designed to be comparative in approach and international in context and content. The Final paper or project for the selected INTL Core course and Mastery course will be scored to assess one or more of the following PSLOs:

* PSLO #2--“demonstrate **critical thinking** about values, attitudes, and practices in an international context;”
* PSLO #3—“demonstrate an ability **to** **analyze international issues** and challenges **and apply integrative multi-disciplinary skills** to describe and explain them;”
* and/or PSLO #4--“demonstrate **effective communication**.”

 The attached rubric, in Appendix D, will be used by instructors to assess at least one or more of the PSLOs listed above, depending on course and instructor. The INTL Chair and the instructors of record will determine which of the 3 PSLOs will be assessed for the relevant courses. Chair, with Faculty consultation, will insure that PSLOs 2, 3 and 4 are assessed on a programmatic basis over a 4 year cycle. The Chair will provide a list of INTL students in the Core and Mastery Course/s selected for assessment that year. Instructors will use the attached rubric (appendix D) to report on INTL student performance on the selected PSLOs on the final paper or key project, as well as provide a short analytical summary on overall INTL student performance on the PSLOs. The Core Courses and Mastery Courses will be assessed in alternate years on a course rotational basis, overseen by the Chair in consultation with the INTL Curriculum Committee.

Factors that affect the collected data:

Students taking the course before they declare an International Studies major will not be assessed.

The Core and Mastery courses are designed to be taken as a Junior and Senior. Despite advising to the contrary, some students take the course earlier, which has implications for their level of knowledge and skills.

How to interpret the data:

The rubric will provide INTL faculty with a data and common assessment approach in analyzing student performance on PSLOs. Differences in course and assignment material, structure, and intent will have to be taken into account when reviewing the data. But the rubric should provide a good departure point for INTL faculty reflection on levels and character of INTL student success, as well as foster INTL faculty discussions on possible changes in INTL assignments, courses, teaching, or curriculum design.

APPENDIX D: INTL Core/Mastery Course Rubric FOR FINAL PAPER/PROJECT

Course and Instructor of Record:

Semester/Year Completed:Student Name:

**Use the following scale: 0=Failing, 1=Minimal; 2=Average; 3=Good; 4=Excellent**

**\*\*Note: Only assess those PSLOs relevant to your assignment\*\***

**A) PSLO--Critical Thinking: Demonstrates critical thinking about values, attitudes and practices in an international contest:**

**\_\_\_\_\_\_\_\_\_** Demonstrates knowledge, conceptualization and analysis of comparative value systems, cultural practices and attitudes

**\_\_\_\_\_\_\_\_\_** Demonstrates awareness of one’s own culture in a global context

**B) PSLO--Integrative Analysis: Demonstrate an ability to analyze international issues and challenges and apply integrative multi-disciplinary skills to describe and explain them:**

**\_\_\_\_\_\_\_\_\_** Identify, and analyze key global issues and challenges

**\_\_\_\_\_\_\_\_\_** Apply integrative knowledge to global issues using multidisciplinary approaches (such as political, social, cultural, historical, philosophical, literary, or linguistic)

**C) PSLO--Written Communication: Demonstrates effective written communication:**

**\_\_\_\_\_\_\_\_\_** Demonstrates technical proficiency, including clarity, correct

grammar, and organization

**\_\_\_\_\_\_\_\_\_\_** Demonstrates ability to use sources and evidence, including the ability

to formulate a thesis, develop an argument and effectively use supporting evidence

**D) Analytical Summary for the course (a paragraph is fine).** Briefly comment on the following:

* a short description of the assignment;
* brief analysis of **overall** student performance of all INTL majors on their assignment;
* your final conclusions on strengths and weaknesses of International Studies students for this course as a whole;
* any suggestions for future INTL student or program improvement;
* Comment specifically on how well INTL students did in each category assessed (Critical Thinking, Integrative Thinking and/or Written Communication).
* Address any issues or goals that this assignment raised.