

REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 11/10/2023

Assessment Plan covered in the report: International Studies BA

College: College of Arts and Sciences

Campuses where the program(s) is delivered: ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC

Submitted by: Bill Myers, INTL Assessment Coordinator

After responding to the questions below, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

- 1) Demonstrate critical thinking and reflection about values, attitudes, and practices in an international context--met expectations: Met faculty expectations.
- 2) Demonstrate an ability to analyze international issues and challenges and apply integrative multi-disciplinary skills to describe and explain them: Met faculty expectations.
- 3) Demonstrate effective written communication: Met faculty expectations.

- 2. Describe your assessment process in AY23 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (1000 words or less)**

INTL Faculty gathered assessment data on key assignments from 9 different Core and elective UD INTL courses: SOC/GEOG A307, HIST A314, HISTA316, HIST A330, HIST A390, PHIL A301 (2 secs.), PS A301 and PS A321. 38 INTL majors were assessed for their performance on 3 PSLOs in the above courses. We utilized a common assessment rubric to assess key course assignments, then shared and

discussed our findings. Here are the results for the 38 students assessed on key assignments: 21= A; 11= B; 5= C; 1= F (Did not Finish).

3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)

Overall, the INTL faculty are pleased with the performance of the INTL majors on the three assessed PSLOs. On PSLO 1 (critical thinking/cross-cultural awareness), student performance was generally strong in critical thinking (e.g., HIST A314, HIST A316, HIST A390), although some students did not demonstrate higher levels of depth and preparedness in their work. Many of the INTL students exhibited good to excellent skills in sensitivity to global cross-cultural issues and the plurality of moral values (e.g., in PHIL A301). For PSLO 2 (integrative analytical skills), students demonstrated strong integrative analytical capabilities. In GEOG/SOC A307 INTL students showed surprisingly strong data analysis skills despite some of them coming from a humanities rich background. PS A301 and PS A321 INTL students demonstrated keen integrative analytical skills cutting across political, social, and historical contexts. INTL student performance on PSLO 3 (effective written communication), was good to excellent; however, a few students demonstrated average writing skills. Rigor in thinking, depth of analysis, clarity and persuasiveness of writing distinguished the excellent student performance from the good, to the few average on key assignments.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Select Yes or No.

- i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

Overall, INTL faculty are satisfied with student performance on the PSLOs. We are continuing our current general assessment process. That said, INTL faculty remained committed to fine-tuning our individual course design, teaching methods, course materials and assignments. INTL faculty particularly value and utilize high impact teaching practices (e.g., small group discussion, engaged research, close readings, intensive analytical writing, ladder assignments, among others). Examples of successful individual HIP instructional approaches include: PHIL 301 students explored the U.S. response to key recent global issues (Ukraine war and COVID-19) from an ethical, national, and individual point of view through weekly discussions and case studies; PS 301 students examined the concept of Multinational Corporate Responsibility through case studies that explored both the corporate and individual perspectives, which enhanced their learning and appreciation of the complexity of finding common ground. GEOG/SOC 307 students, who often don't come in with technical analytical skills, developed these skills through a series of focused, skills

based smaller assignments building progressively over the semester (spreadsheets, demographic transition graphs, population pyramids, choropleth maps, etc.); HIST 390 used the autobiography of Mary Seacole (Jamaican nurse in Panama and the Crimean War), combined with other primary and secondary accounts, to investigate questions of race, gender, medicine and science in the mid-19th century). Developing higher level skills in research, analysis, and writing in the INTL students is an area of continued emphasis. All the INTL faculty remained committed to constantly seeking ways to improve teaching and learning within their individual courses, and the INTL BA program as a whole. INTL faculty will consider some minor revisions to the BA major requirements to ensure programmatic, timely delivery of our degree, given some of the turnover in the faculty who have previously delivered INTL course options.

5. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.

- ☐ Course curriculum changes
- ☐ Course prerequisite changes
- ☒ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures
- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☒ College-wide initiatives (e.g., High-Impact Practices)
- ☐ Faculty, staff, student development
- ☐ Other
- ☐ No changes were implemented in AY23. *(If no options above were selected)*

If you checked "Other" above, please describe. (100 words or less)

6. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (1000 words or less)

INTL students have consistently performed at the A and B level performances in all the courses assessed for the past decade. We do have a few students each year who demonstrate average performance on the PSLOs, which tends to reflect a lack of student preparation (insufficient reading or research), or insufficient work (not completing all assignments). We continue to focus on trying to improve our students' learning experience through innovative and dedicated teaching practice.

Faculty are committed to supporting all INTL majors by working with them on a case-by-case basis to both discover their obstacles and raise their performances to the next level. INTL faculty are some of the top teachers on the UAA campus and they work hard to provide an engaged and diverse educational environment rich in learning opportunities and instructional approaches. The top INTL students have often been some of the best students in our classes. INTL BA graduates and UAA graduates with an INTL minor have gone on to success in a variety of fields: graduate schools, law schools; work in state and municipal organizations; yearlong international scholarships (e.g. USTA in Austria) and work as teaching assistants abroad. Recent examples of INTL BA student success: an INTL grad is the State Director for the Anchorage Office of U.S. Representative Mary Peltola; an INTL and German double major grad is in the MA in Linguistics at UAF; an INTL grad serves as a Legislative Staff/Finance Aide for Senator Natasha von Imhof; an INTL grad is at the Alaska Institute for Justice, serving as the Coordinator of their Language Interpreter Center; an INTL grad is a Community Librarian at Loussac Library.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_ooo@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)

The program is encouraged to reexamine the processes for faculty and courses to be part of the program, especially in light of many recent hires. Additionally, the program is encouraged to better advertise and consider providing more options for the major.

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)

Assessment is across a broad array of courses, which is appreciated.

Dean's signature:

Jenny McNulty

Date: 1/12/2024