

Program Level Assessment: Annual Report

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| Program Name (no acronyms) | International Studies | Department: | Political Science |
| Degree or Certificate Level: | BA | College/School: | Arts and Sciences |
| Date (Month/Year) | August 2023 | Assessment Contact: | Dr. Nori Katagiri |
| In what year was the data upon which this report is based collected?: | 2023 | | |
| In what year was the program's assessment plan most recently reviewed/updated? | 2023 | | |
| Is this program accredited by an external program/disciplinary/specialized accrediting organization subject to state/licensure requirements? | No | | |
| If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.) | | | |

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and the SLOs assessed in this cycle.)

timely submission of assignments. Some faculty members report on a perceived rise in the number of students suffering mental health issues, which affected their class attendance.

In both classes, students seemed to have done generally well in understanding some of the most important

papers that they write in this course as a basis for presenting them at a senior research symposium that usually in the spring semestshat

C. What were the findings of the assessment?

The findings of the previous assessment were that students did generally well in understanding some of the most important global issues we face while aware of the need to pay attention to the importance of contributing to the creation of a just and peaceful society. Students also succeeded in keeping minds open to various cultural features of the international community, in appreciation of the presence of divergent and competing interests across the globe. Instructors also noticed that their approaches to group discussion, social media, classroom simulations, and other forms of educational creativity had a positive effect on student learning.

We also noted that some students struggled to accept the presence of new ideas and opinions. Some of these challenges were effectively addressed by instructors who adopted such pedagogical tactics as class discussions and ethnographic works to help students obtain a broader grasp of the fields covered in the courses. Instructors also used reading assignments as a way to allow students to learn about economic, social, and ethical aspects of global health issues and conduct regional comparison. In the independent research assignment, students received instruction about how to choose a topic related to global health issues, conduct literature review to set the scope of research paper, carry out research itself, and present findings.

What the past year's assessment indicated was that there was a challenge of using results in introductory courses as a means of assessing student learning in International Studies. At this level, low student ratio to enrollment made it hard for us to put results to use effectively for the assessment purpose. This in fact reinforced the need for our proposal last year to focus on 4,000-level courses in this year's assessment cycle.

This year, we consider the choice of assessing 4,000-level seminars, rather than assessing POLS1600 and a cultural anthropology course, effective for the reasons described above.

Outcome3: Students will be able to apply a variety of methodologies to answer empirical questions about international phenomena

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| <i>Student is able to:</i> | Benchmark | Introductory | D01.28 637.76 7 |
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