



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Program Assessment Report

2022 - 2023

COIS - International & Area Studies (BA)

General Information

Mission

The mission of the College of International Studies is to expand the OU international experience and develop compassionate, open-minded citizens and leaders by enhancing global engagement and educational opportunities. In pursuit of this mission, the Department of International and Area Studies cultivates global fluency, a sensitivity to language, culture, history, and society that enables students to engage, perceive, and interpret the world more productively.

College

International Studies

Department/School/Division

International and Area Studies

Assessment Liaison

Waleed F. Mahdi

SL01: Theoretical and Conceptual Knowledge

Student Learning Outcome (SLO)

Students will analyze complex international phenomena by employing theoretical and conceptual knowledge gained via coursework.

Outcome Status

Active

Direct - Annual Performance Report by Faculty/Adviser

Assessment Method Description

Gateway course and capstone instructors were asked to assess each student's major project on three dimensions, using a standard rubric with scores of 5 (excellent); 4 (good); 3 (average); 2 (poor); and 1 (unacceptable). Students who did not complete the relevant assignment were not assessed.

Faculty were asked to assess student work in response to three questions. Question 1 asked the instructor to rate the extent to which the paper addressed the question(s) asked in the prompt (gateway) or generated by the student (capstone) in a specific, organized and clear way.

Assessment is conducted in the gateway and in the capstone courses to generate a basic picture of students' knowledge and skills at the point of their induction into the program and again at the point of their completion of the program.

Performance Target

The target is for a majority of students to produce research and written work that demonstrates their learning of core concepts and knowledge in the major, as indicated by an average score of 3 out of 5 for gateway students and 4 out of 5 for capstone students.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/28/2023

Assessment Results

Direct Measure(s):

Gateway and capstone instructors were asked to assess each student’s major paper on three dimensions, using a standard rubric with scores of 5 (excellent); 4 (good); 3 (average); 2 (poor); 1 (unacceptable).

There were 96 students assessed in the gateway course in the 2022-2023 AY.

The question associated with the first student learning outcome, Question 1, asked the gateway instructor to rate the extent to which the paper addressed the question(s) asked in the prompt in a specific, organized, and clear way. The mean score of all assessed students across all gateway sections in the 2022-2023 AY was 3.75 out of 5. Of the 96 students assessed, 30 earned scores of 5; 29 earned scores of 4; 25 earned scores of 3; 7 earned scores of 2; and 5 earned scores of 1.

There were 54 students assessed across 4 sections of the capstone course in the 2022-2023 AY.

The question associated with the first student learning outcome, Question 1, asked the capstone instructor to rate the extent to which the paper addressed the research in a specific, organized, and clear way. The mean score of all assessed students across all capstone sections in the 2022-2023 AY was 4.09 out of 5. Of the 54 students assessed, 20 earned scores of 5; 22 earned scores of 4; 10 earned scores of 3; 1 earned scores of 2; and 1 earned a score of 1.

The average score for gateway and capstone students was in the above-average range for this question. Among gateway students, 59 of 96 scored either 4 or 5, while only 12 scored below 3. Among capstone students, 42 of 54 scored either 4 or 5, while only 2 scored below 3. These results indicate that students met the departmental target of leveraging the knowledge they gained in their coursework and providing analysis of complex international phenomena.

Capstone students achieved higher mean scores than gateway students on this question.

Indirect Measure(s):

Five students provided at least a partial response to a survey of graduating undergraduate students. Of these, 1 was a major in International Studies and 3 were International Security Studies majors. Some students had more than one major.

Graduating seniors who provided answers to the qualitative survey questions generally reported satisfaction with the curriculum and with the contribution of the curriculum to their ability to analyze complex international phenomena by employing theoretical and conceptual knowledge gained via coursework. One student commented, “ I am much more aware of the problems countries around the world face, and I feel more culturally fluent as I can connect to more people of different ideologies.” Another student commented, “I feel like I can near-fully assess any international phenomenon using both theoretical and conceptual knowledge.”

Some students wish more courses were offered in certain regions, such as Southeast Asia and Africa, and more practical classes that focus on policy and memo writing.

More surveys are needed to reach a conclusive impression.

Results Status

Target Met

Number of Students Assessed

155

USE OF ASSESSMENT RESULTS

Other

61% of students earned a 4 or 5 on this question at the gateway level, and 77% earned a score of 4 or 5 on this question at the capstone level. These results suggest that gateway students are meeting the target of a majority of students by producing high-quality work that demonstrates learning of core knowledge and concepts within the major. They also suggest that faculty feel capstone students are performing even more strongly on this measure. This data is a clear improvement compared to data from the previous years 2020-2021 and 2021-2022. We will monitor this data to see if it indicates a more persistent trend.

Indirect measures suggest student satisfaction with learning related to core concepts and knowledge, but improvement can be made on various aspects of the curriculum that offer more career-focused coursework. The surveys will be shared with the department's undergraduate committee for further deliberation.

Indirect - Student Survey

Assessment Method Description

Qualitative feedback from graduating seniors.

Performance Target

Students should, on average, indicate that the coursework in their program of study helped them to develop the capacity to analyze complex international phenomena.

SLO2: Effective Use of Evidence

Student Learning Outcome (SLO)

Students will make effective use of empirical evidence, logic, and/or secondary literature to support analysis of complex international phenomena.

Outcome Status

Active

Direct - Annual Performance Report by Faculty/Adviser

Assessment Method Description

Gateway course and capstone instructors were asked to assess each student's major project on three dimensions, using a standard rubric with scores of 5 (excellent); 4 (good); 3 (average); 2 (poor); and 1 (unacceptable). Students who did not complete the relevant assignment were not assessed.

Faculty were asked to assess student work in response to three questions. Question 2 asked the instructor to rate the degree to which the student made effective use of empirical evidence, logic, and/or secondary literature to advance an argument or main point.

Assessment is conducted in the gateway and in the capstone courses to generate a basic picture of students' knowledge and skills at the point of their induction into the program and again at the point of their completion of the program.

Performance Target

The target is for an average score of 3 or greater for gateway students and 4 or greater for capstone students.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/28/2023

Assessment Results

Direct Measure(s):

Gateway and capstone instructors were asked to assess each student's major paper on three dimensions, using a standard rubric with scores of 5 (excellent); 4 (good); 3 (average); 2 (poor); 1 (unacceptable).

There were 96 students assessed in the gateway course in the 2022-2023 AY.

The question associated with the second student learning outcome, Question 2, asked the gateway instructor to rate the degree to which the student made effective use of empirical evidence, logic, and/or secondary literature to advance an argument or main point. The mean score of all assessed students across all gateway sections in the 2022-2023 AY was 3.68 out of 5. Of the 96 students assessed, 29 earned scores of 5; 24 earned scores of 4; 30 earned scores of 3-3; 9 earned scores of 2; and 4 earned scores of 1.

There were 54 students assessed across 4 sections of the capstone course in the 2022-2023 AY.

The question associated with the second student learning outcome, Question 2, asked the capstone instructor to rate the degree to which the student made effective use of empirical evidence, logic, and/or secondary literature to advance an argument or main point. The mean score of all assessed students across all capstone sections in the 2022-2023 AY was 3.96 out of 5. Of the 54 students assessed, 19 earned scores of 5; 15 earned scores of 4; 19 earned scores of 3; 1 earned a score of 2; and 0 earned a score of 1.

The average score for gateway and capstone students was in the above-average range for this question. Among gateway students, 53 of 96 scored either 4 or 5, while only 13 scored below 3. Among capstone students, 34 of 54 scored either 4 or 5, while only 1 scored below 3. These results indicate that students met the departmental target of making effective use of empirical evidence, logic and/or secondary literature to support their analysis.

Capstone students achieved higher mean scores than gateway students on this question.

Indirect Measure(s):

Five students provided at least a partial response to a survey of graduating undergraduate students. Of these, 1 was a major in International Studies and 3 were International Security Studies majors. Some students had more than one major.

Students in the majors responding to the qualitative survey questions generally indicated that the curriculum enhanced their research skills and their ability to employ empirical evidence, logic and/or secondary literature to support analysis. One student commented, "The articles I would read for class were challenging, but I was able to develop my skills in reading critically and making sure the notes I wrote down were relevant to class discussions. Many of the things I learned in intl. Studies classes were relevant to topics in economics, and vice versa."

One student suggested the incorporation of statistics into capstone courses.

More surveys are needed to reach a conclusive impression.

Results Status

Target Met

Number of Students Assessed

155

USE OF ASSESSMENT RESULTS

Other

55% of students earned a 4 or 5 on the direct measure of this student learning outcome in the gateway, and 63% of students scored a 4 or 5 on this question at the capstone level. These results suggest that gateway students are meeting the objective of a majority of students by producing high-quality work that reflects an ability to effectively locate and employ empirical evidence and scholarly research to support an argument. The data also suggest that faculty feel capstone students perform more strongly in this regard than gateway students. The data does not suggest a great improvement for the gateway and capstone courses from the data compiled for the 2020-2021 and 2021-2022 assessment cycles. We will monitor this data to see if it indicates a more persistent trend.

Indirect measures also indicate general satisfaction with skills in academic research and writing. More surveys are needed to gain an in-depth understanding of students' experiences.

Indirect - Student Survey

Assessment Method Description

Qualitative feedback from graduating seniors.

Performance Target

Students should, on average, report that their program of study helped them to make effective use of empirical evidence, logic and/or secondary literature to support analysis of complex international phenomena.

SLO3: Academic and Professional Communication

Student Learning Outcome (SLO)

Students will produce written work that meets high standards of academic and professional communication.

Outcome Status

Active

Direct - Annual Performance Report by Faculty/Adviser

Assessment Method Description

The target is for a majority of students to produce high-quality research and written work that demonstrates their ability to use empirical evidence, logic, and/or secondary literature to support their analysis of complex international phenomena.

Assessment is conducted in the gateway and in the capstone courses to generate a basic picture of students' knowledge and skills at the point of their induction into the program and again at the point of their completion of the program.

Assessment is conducted in the gateway and in the capstone courses to generate a basic picture of students' knowledge and skills at the point of their induction into the program and again at the point of their completion of the program.

Performance Target

The target is for an average score of 3 or greater for gateway students and 4 or greater for capstone students.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/28/2023

Assessment Results

Direct Measure(s):

Gateway and capstone instructors were asked to assess each student's major paper on three dimensions, using a standard rubric with scores of 5 (excellent); 4 (good); 3 (average); 2 (poor); 1 (unacceptable).

There were 96 students assessed in the gateway course in the 2022-2023 AY.

The question associated with this student learning outcome, Question 3, asked the gateway instructor to rate the degree to which the paper was organized; met the assigned word or page count; properly cited sources; and showed evidence of proofreading and copy-editing. The mean score of all assessed students across all gateway sections in the 2022-2023 AY was 3.83 out of 5. Of the 96 students assessed, 27 earned scores of 5; 32 earned scores of 4; 27 earned scores of 3; 6 earned scores of 2; and 2 earned scores of 1.

There were 54 students assessed across 4 sections of the capstone course in the 2022-2023 AY.

The question associated with this student learning outcome, Question 3, asked the capstone instructor to rate the degree to which the paper was organized; met the assigned word or page count; properly cited sources; and showed evidence of proofreading and copy-editing. The mean score of all assessed students across all capstone sections in the 2022-2023 AY was 4.39 out of 5. Of the 54 students assessed, 31 earned scores of 5; 15 earned scores of 4; 10 earned scores of 3; 2 earned scores of 2; and 0 earned a score of 1.

The average score for gateway and capstone students was in the above-average range for this question. Among gateway students, 59 out of 96 scored either 4 or 5, while only 8 scored below 3. Among capstone students, 46 out of 54 scored either 4 or 5, while only 2 scored below 3. These results indicate that students met the departmental target of producing written work that met high standards of academic and professional communication.

Capstone students achieved higher mean scores than gateway students on each of the three questions.

Indirect Measure(s):

Five students provided at least a partial response to a survey of graduating undergraduate students. Of these, 1 was a major in International Studies and 3 were International Security Studies majors. Some students had more than one major.

Students in the majors responding to the qualitative survey questions indicated appreciation for the contribution of the curriculum to their academic writing and other communication skills. One student commented, " My writing has significantly improved since freshman year, and I would have not seen that improvement without intl. studies classes."

More surveys are needed to reach a conclusive impression.

Results Status

Target Met

Number of Students Assessed

155

USE OF ASSESSMENT RESULTS

Other

61% of students earned a 4 or 5 on the direct measure of this student learning outcome in the gateway, and 85% of students scored a 4 or 5 on this question at the capstone level. These results suggest that gateway students are meeting the objective of a majority of students producing high-quality work that meets above-average standards of academic and professional communication. They also suggest that faculty feel capstone students perform significantly more strongly in this regard. The data suggests significant improvement from the data compiled for the 2020-2021 and 2021-2022 assessment cycles. We will monitor this data to see if it indicates a more persistent trend.

Indirect measures indicate students are satisfied with the skills they gain in the program with respect to academic and professional communication. However, there is room for improvement with regard to incorporating courses for technical writing. The surveys will be shared with the department's undergraduate committee for further deliberation.

Indirect - Student Survey

Assessment Method Description

Qualitative feedback from graduating seniors.

Performance Target

Students should, on average, report that their program of study helped them to communicate in ways that meet high academic and professional standards.