

**International Studies Institute**  
**Bachelor of Arts in International Studies**  
Plan for Assessment of Student Learning Outcomes  
The University of New Mexico

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**A. College, Department and Date**

1. College: *College of Arts & Sciences*
2. Department: *International Studies Institute, International Studies Program*
3. Date: *February 23, 2016*

**B. Academic Program of Study**

*B.A. International Studies*

**C. Contact Person(s) for the Assessment Plan**

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**D. Broad Program Goals & Measurable Student Learning Outcomes**

**1. Broad Program Learning Goals for this Degree/Certificate Program**

- A. Students will understand and identify the historical, political, social, cultural, and/or economic dimensions of international processes and issues, integrating these into an interdisciplinary perspective.
- B. Students will be able to critically read/write about, discuss, and engage in scholarly inquiry related to international processes and issues.
- C. Students will acquire a basic level of fluency in a second language and are expected to experience a foreign locale in which to use these language skills.
- D. Students will be aware of career and post-graduate opportunities their degree makes possible.

**2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**

- A1. Students will draw on their knowledge of international processes and issues to identify and describe at least two dimensions – historical, political, social, cultural, economic – of specific international issues or problems.

Alignment with UNM Goals: Knowledge, Skills, Responsibility

- B1. Students will integrate knowledge and scholarly approaches across disciplines, apply an interdisciplinary approach, and account for the international context of a research problem.

Alignment with UNM Goals: Knowledge, Skills, Responsibility

- B2. Students will present and discuss their research in compelling, coherent, clear analytical arguments.

Alignment with UNM Goals: Skills, Responsibility

- C1. Students will be able to communicate clearly and effectively in a language other than their native language.

Alignment with UNM Goals: Knowledge, Skills

- C2. Students will develop intercultural awareness and/or communication skills.

Alignment with UNM Goals: Skills, Responsibility

- D1. Students will find and evaluate career and post-graduate opportunities available to International Studies majors.

Alignment with UNM Goals: Knowledge, Skills, Responsibility

## **E. Assessment of Student Learning Three-Year Plan**

### **1. Timeline for Assessment**

<b>Year/Semester</b>	<b>Assessment Activities</b>
Year 1, Fall	<ul style="list-style-type: none"><li>• Assess SLOs A1 and B2, based on capstone papers from previous academic year.</li><li>• Prepare and submit Annual Program Assessment Report to A&amp;S.</li><li>• Collect current capstone papers for next assessment cycle.</li></ul>
Year 1, Spring	<ul style="list-style-type: none"><li>• Update Three-Year Program Assessment Plan.</li><li>• Develop rubrics for SLOs B1 and C2.</li><li>• Develop survey instrument for capstone students to collect self-assessment data.</li><li>• Conduct pilot survey of capstone students.</li><li>• Collect current capstone papers for next assessment cycle.</li><li>• Review previous Annual Program Assessment Report with INTS Advisory Committee and discuss possible modifications to assessment procedures and/or curriculum for the BA program.</li></ul>
Year 2, Fall	<ul style="list-style-type: none"><li>• Assess SLOs B1 and C1, based on capstone papers from previous academic year (B1) and pilot survey of capstone students (C1).</li><li>• Prepare and submit Annual Program Assessment Report to A&amp;S.</li><li>• Review and update survey instrument.</li><li>• Conduct survey of capstone students.</li><li>• Collect current capstone papers for next assessment cycle.</li></ul>

Year 2, Spring	<ul style="list-style-type: none"> <li>• Conduct survey of capstone students.</li> <li>• Collect current capstone papers for next assessment cycle.</li> <li>• Review previous Annual Program Assessment Report with INTS Advisory Committee and discuss possible modifications to assessment procedures and/or curriculum for the BA program.</li> </ul>
Year 3, Fall	<ul style="list-style-type: none"> <li>• Assess SLOs C2 and D1, based on capstone papers from previous academic year (C2) and survey of capstone students (D1).</li> <li>• Prepare and submit Annual Program Assessment Report to A&amp;S.</li> <li>• Conduct survey of capstone students.</li> <li>• Collect current capstone papers for next assessment cycle.</li> </ul>
Year 3, Spring	<ul style="list-style-type: none"> <li>• Conduct survey of capstone students.</li> <li>• Collect current capstone papers for next assessment cycle.</li> <li>• Review previous Annual Program Assessment Report with INTS Advisory Committee and discuss possible modifications to assessment procedures and/or curriculum for the BA program.</li> <li>• Review and update Three-Year Program Assessment Plan.</li> </ul>

## 2. How will learning outcomes be assessed?

### A. What:

Student Learning Outcomes A1, B1, B2, and C2 will be assessed on the basis of the papers that majors have to write in the required capstone seminar, INTS 400, using SLO-specific rubrics. These measures are *direct*. The other SLOs, C1 and D1, will be assessed using the survey of capstone students enrolled in INTS 400 each semester (Fall and Spring). This measure is *indirect*.

SLO	Means of Assessment	Criteria for Success
A1	Research paper written for the required capstone seminar. [DIRECT]	Using a SLO-specific rubric, at least 75% of the scores fall in categories “good” or “exemplary”.
B1	Research paper written for the required capstone seminar. [DIRECT]	Using a SLO-specific rubric, at least 75% of the scores fall in categories “good” or “exemplary”.
B2	Research paper written for the required capstone seminar. [DIRECT]	Using a SLO-specific rubric, at least 75% of the scores fall in categories “good” or “exemplary”.
C1	Survey of students in the required capstone course. [INDIRECT]	At least 60% of students self-report that they are able to communicate in a foreign language.
C2	Reflection paper written for the required capstone seminar. [DIRECT]	Using a SLO-specific rubric, at least 75% of the scores fall in categories “good” or “exemplary”.
D1	Survey of students in the required capstone course. [INDIRECT]	At least 60% of students self-report that they are pursuing a career or graduate degree related to International Studies.

### B. Who:

Designed as an interdisciplinary major that draws on faculty expertise and courses offered in other departments, programs, and colleges at UNM, the only required courses staffed and offered by the International Studies Institute are the introductory course

(INTS 101: Introduction to International Studies) and the capstone course (INTS 400: Capstone Seminar in International Studies). INTS 101 is among the first courses taken by majors, usually in their Freshman year, whereas INTS 400 is geared toward majors in their Junior or Senior year. To qualify for the capstone seminar, majors must first complete an approved study-abroad program or, alternatively, an approved intercultural experience. Majors can then take INTS 400 any semester after completing their capstone experience, but no later than the semester of their graduation.

The INTS program assessment will include evidence from all capstone students in a given academic year (Fall and Spring), implying that the yearly evidence is collected for a subsample of all students in the program – namely Juniors and Seniors within 1-2 semesters of graduation. Over the past three years, annual enrollment in INTS 400 has ranged from 27 to 37 students, representing between 15-25% of all declared INTS majors.

**3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

A. Who

The INTS Program Director (currently the ISI Associate Director) and the instructor of the capstone seminar (currently the ISI Visiting Lecturer), with assistance from the ISI Administrative Assistant and the ISI Graduate Assistant, will have the primary responsibility for gathering the evidence and preparing the Annual Program Assessment Report every Fall semester. The ISI Director will convene the Spring meeting of the INTS Advisory Committee at which the annual report from the previous year will be reviewed and discussed. The members of the INTS Advisory Committee include faculty from affiliated departments as well as the ISI Director, Associate Director, and Visiting Lecturer.

B. Consideration of Implications of Assessment for Change to Improve Student Learning

The INTS Advisory Committee, at its Spring meeting, will consider and discuss the assessment instruments and make recommendations for changes to curriculum design and pedagogy to improve student learning.

C. Communication of Recommendations

During the Fall semester each year, the INTS Program Director will prepare the Annual Program Assessment Report for the previous academic year. This report will be circulated to members of the INTS Advisory Committee prior to its Spring meeting, where the report will be discussed and, if appropriate, modifications to the program will be recommended and voted on. Approved recommendations for program changes will be implemented and communicated to students via the program website.

## **APPENDIX**

### **Rubrics and Survey Instrument**

- 1. Rubrics for SLOs A1 and B2** (attached)
- 2. Rubrics for SLOs B1 and C2** (under development)
- 3. Survey Instrument** (under development)

## INTS Outcomes Assessment Rubric for SLOs A1 and B2

Student Learning Outcome (SLO)	Exemplary (3)	Good (2)	Acceptable (1)	Needs Improvement (0)
<p><b>A1. Knowledge of International Processes/Issues</b></p> <p>Students will draw on their knowledge of international processes and issues to identify and describe at least two dimensions – historical, political, social, cultural, economic – of specific international issues or problems.</p>	<p>Explicitly demonstrates knowledge of international processes and issues in order to identify and describe <b>more than two</b> dimensions -- historical, political, social, cultural, economic – of specific international issues or problems.</p>	<p>Demonstrates knowledge of international processes and issues in order to identify and describe <b>at least two</b> dimensions – historical, political, social, cultural, economic – of specific international issues or problems.</p>	<p>Uses knowledge of international processes and issues in order to identify and describe <b>at least two</b> dimensions – historical, political, social, cultural, economic – of specific international issues or problems.</p>	<p>Fails to use knowledge of international processes and issues. Unable to identify at least two dimensions – historical, political, social, cultural, economic – of specific international issues or problems.</p>
<p><b>B2. Writing—Argument</b></p> <p>Students will present and discuss their research in compelling, coherent clear analytical arguments.</p>	<p>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</p> <p>Includes skillfully developed field-specific methodology; organizes and synthesizes evidence that shows highly developed awareness of interdisciplinary issues and high level conceptual ability.</p>	<p>Presents in-depth information from relevant sources representing various points of view/approaches. Information is generally accurate with only minor inaccuracies.</p> <p>Includes correctly developed field specific methodology; analysis reveals insightful results.</p>	<p>Presents information from relevant sources representing limited points of view/approaches. Presentation shows an analytical structure with a thesis, but analysis is not fully developed or not linked to thesis.</p> <p>Attempts to include field specific methodology; provides analysis that is not effective in revealing insightful results.</p>	<p>Presents information from irrelevant sources representing limited points of view/approaches.</p> <p>Methodology misunderstood or not used; analysis missing or unrelated to thesis.</p>