

Annual Assessment Report of Student Learning Outcomes

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Executive Summary

As reported in the International Studies Major Assessment Plan, the Major makes sure that students are effectively learning and understanding systematically contemporary international systems, the complex political, economic, environmental, and cultural factors that affect relations between nation-states and peoples globally. It analyzes issues, topics, approaches and methodologies, and politics and policies related to global and international events and affairs.

By and large, the focus of the Major is to teach students how to comprehensively, critically and globally examine and understand interconnections among nation-states, peoples, cultures, and economies and shed light on policy and political implications of these interactions. It also provides broad and specific skills, critical knowledge and paradigms that help students be holistically educated and informed about the world as a dynamic system.

In carefully examining the value of the standard means or tools used for assessing what is being learned, we are able to sustain and appreciate the importance of the content of the courses selected, recommended or required in each category of the Major and their significance in the learning process and in the curriculum.

Our courses offered are academically and functionally relevant. Our graduates do well upon their graduation either in graduate schools or job market. However, some revisions within the Major are needed to be planned and implemented to make the Major more ‘appealing.’ Furthermore, we will continue to re-enforce in the learning process and learning outcome the premise of ‘thinking globally and acting locally.’

I. Program Assessment Meetings

International Studies Major is interdisciplinary and multidisciplinary by its epistemological base and its philosophy. However, it works closely with the discipline of Political Science major with which it shares similar dimensions of the curriculum and human resources. We did not formally meet to discuss issues related to the curriculum. However, we informally had a few discussions about how the learning processes in both majors provide global knowledge in the studies of politics internationally and nationally, and how to assess what students learn.

II. Closing the Loop

The Major did not make any substantive change during the 2017-18 academic year. We will continue to check in our syllabi that learning goals, the means of learning and the outcome of learning are correlated towards the benefit of students.

III. Examination of data collected for this year’s targeted learning outcomes

State learning outcome (s) (those described in last year’s *Assessment Report Action Plan*)

We did neither collect any data as part of the means of Assessment of Outcomes nor did we undertake any survey. We intend to do so during the academic year 2018-19, as the enrollment in International Studies major has started to pick up again. The number of students who expressed their interests in majoring in International Studies either as a single major or as double major, increased. Our discussions are still based on anecdotal

information. We made general comments about how to improve the critical learning process, which includes conceptualization, theorizing, and critical policy analysis as well as student's performance.

IV. Program Changes for the Upcoming Year

Some revisions of the curriculum are needed; they will be actualized in the academic year 2019-20.

V. Action Plan for the Upcoming Year

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During the upcoming year, we intend to observe more closely the enrollment trends, student's performance in the Major, and evaluate the importance of the general requirements and the pre-requisites in the learning process. We will continue to engage students in all the 300 level courses with more comparative practical means in order to strengthen logical reasoning, consistency, and intellectual horizon. However, we will introduce some changes in the requirements related to the evaluation of International Studies 401 (Senior Experience). We will also continue to advance and consolidate more experiential learning skills, internship (practical knowledge acquisition) and Model United Nations (Political Science 210), develop specific project-oriented requirements at 200 and 300 level courses and encourage and support appropriation and autonomization of student's thinking and writing. Research presentations and projection and incorporation of solutions in the assignments will support these objectives. In some courses, the pre-requisite (s) will be dropped off.