

UNIVERSITY OF SAN FRANCISCO
College of Arts and Sciences

International Studies—Program Assessment Plan

The University of San Francisco’s International Studies Program (BAIS), an interdisciplinary program that began in 2004, seeks to provide students with the conceptual and analytical tools for understanding the changing global environment and the impact of globalization on world cultures, human rights, social justice, and the environment. Students are exposed to a variety of academic disciplines from across the social sciences, humanities, and sciences. The program integrates the study of global issues with in-depth study of a major region of the world and a functional, discipline-based field.

BAIS students choose one functional track and one regional minor:

Functional Tracks

- Global Politics and Societies
- Environment and Development
- World Religions and Spiritualities
- International Economics
- Peace and Conflict Studies

Regional Minors

- Africa
- Asia
- Europe
- Latin America
- Middle East

The program is overseen by the BAIS Advisory Board, which is comprised of core faculty from the Politics, Economics, History, Sociology, Theology and Religious Studies, and Environmental Science departments.

The following assessment plan covers the period 2008-2011. Revisions to the plan will be made as necessary by the BAIS Advisory Committee.

Program Goals

1. Students will be able to analyze complex international issues using the theories and methodologies of multiple disciplines within the social sciences, humanities, and sciences so as to better respond to the transnational problems of the 21st century.

2. Students will gain the conceptual and analytical tools to understand how politics, economics, history, culture, and the environment shape global interactions and international relations.

3. Students will be able to assess the impacts of globalization on world cultures, economics, human rights, and the environment from a comparative perspective.
4. Students will demonstrate an understanding of the language, history, major issues, and problems facing at least one region (Africa, Asia, Europe, Latin America, or the Middle East) and be able to relate this knowledge to the broader global context.
5. Students will gain the knowledge, skills, and service ethic to enable them to promote just societies, human rights, and environmentally sustainable development.

Program Learning Outcomes

- Graduates will demonstrate the ability to discuss and evaluate the major international issues of the 21st century. These issues can include: globalization, international relations, global climate change, economic development, and international security. (Goal 1)
- Graduates will demonstrate competency in the use of the various theories and methodologies of the main disciplines within International Studies (political science, economics, sociology, and history). (Goal 1)
- Graduates will analyze the origins of transnational problems and their impact on today's world. These problems can include (depending on the student's chosen functional track): political, ethnic, and religious conflict, terrorism, religious fundamentalism, immigration, environmental degradation, and poverty and inequality. (Goal 1)
- Graduates will familiarity with the key concepts and tools of the main disciplines of International Studies. (Goal 2)
- Graduates will able to use these concepts to analyze international situations within their regional and global contexts. (Goal 2)
- Graduates will demonstrate the ability to compare and contrast the impacts of globalization within and across different societies. (Goal 3)
- Graduates will apply social science knowledge to analyze social problems resulting from globalization (such as the rise of fundamentalism, environmental degradation, inequality, and violence against women and minorities.) (Goal 3)
- Graduates will demonstrate competence in a language of the region selected as their regional minor. (Goal 4).
- Graduates will be able to discuss and examine the history, cultures, and issues of the region selected as their regional minor (Goal 4).
- Graduates will exhibit the ability to relate this regional knowledge in their analysis of global issues (Goal 4).
- Graduates will be able to analyze global problems from multiple perspectives so as to devise socially responsible solutions. (Goal 5)
- Graduates will demonstrate a commitment to public service and high ethical standards. (Goal 5)

Assessment Methods

International Studies (BAIS) Outcome Rubric

Program Goal 1: Students will be able to analyze complex international issues using the theories and methodologies of multiple disciplines within the social sciences, humanities, and sciences so as to better respond to the transnational problems of the 21st century.

Outcome	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement Of Outcome
1a. Graduates will demonstrate the ability to discuss and evaluate the major international issues of the 21 st century. These issues can include: globalization, international relations, global climate change, economic development, and international security.	Students exhibit little understanding of major international issues.	Students can identify and define a few major international issues.	Students can discuss in-depth the origins and impacts of at least two major international issues.	Students exhibit an in-depth understanding of major international issues and demonstrate the ability to critically analyze them.	Students can integrate knowledge, theory, and experience to discuss in-depth and analyze critically the major international issues of the 21 st century.
1b. Graduates will demonstrate competency in the use of the various theories and methodologies of the main disciplines within International Studies (political science, economics, sociology, and history).	Students exhibit little understanding of the different disciplinary approaches to international issues.	Students can identify the research methodologies and theoretical frameworks of the main disciplines within International Studies, but exhibit a limited ability to apply them to the analysis of international issues.	Students can identify and discuss the research methodologies and theoretical frameworks of the main disciplines within International Studies and exhibit expertise in the use of at least one discipline's approach to international issues.	Students demonstrate an in-depth understanding of research methodologies and theoretical frameworks of the main disciplines of International Studies and exhibit expertise in the application of more than one discipline's approach to international issues.	Students identify, discuss, and differentiate between the research methodologies and theoretical frameworks of political science, economics, sociology, and at least one other discipline within International Studies (history, theology and religious studies, environmental science, and/or philosophy) and can apply them to the analysis of international issues.

<p>1c. Graduates will analyze the origins of transnational problems and their impact on today's world. These problems can include (depending on the student's chosen functional track): political, ethnic, and religious conflict, terrorism, religious fundamentalism, immigration, environmental degradation, and poverty and inequality.</p>	<p>Students exhibit little understanding of transnational problems.</p>	<p>Students can identify and define a few major transnational problems, but demonstrate a limited understanding of their origins.</p>	<p>Students demonstrate an understanding of the origins and impacts of at least two major transnational problems and can relate this analysis to the broader global context.</p>	<p>Students can discuss and analyze in-depth more than two major transnational problems and their impact on at least one region.</p>	<p>Students can articulately discuss multiple transnational problems and analyze the relationship between these different problems as well as their impact on multiple regions.</p>
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Program Goal 2: Students will gain the conceptual and analytical tools to understand how politics, economics, history, culture, and the environment shape global interactions and international relations.

Outcome	Very Poor Achievement Of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement Of Outcome
<p>2a. Graduates will demonstrate familiarity with the key concepts and tools of the disciplines of International Studies.</p>	<p>Students cannot identify the key concepts and tools of any of the disciplines within International Studies.</p>	<p>Students demonstrate a limited ability to define the key concepts and tools of only one discipline within International Studies.</p>	<p>Students are able to identify, define, and appropriately apply the concepts and tools of at least two disciplines within International Studies.</p>	<p>Students are able define the concepts and tools of at least three disciplines within International Studies.</p>	<p>Students demonstrate a highly developed ability to apply the concepts and tools of more than two disciplines within International Studies in the analysis of global interactions.</p>
<p>2b. Graduates will be able to apply these concepts to analyze international situations within the regional and global contexts.</p>	<p>Students exhibit little understanding of these concepts and international affairs.</p>	<p>Students display an understanding of these concepts, but are unable to apply their conceptual knowledge to regional or global issues.</p>	<p>Students are proficient in the use of the concepts and tools of at least two disciplines and are able to link this conceptual knowledge to regional and global issues.</p>	<p>Students display in-depth understanding of the concepts and tools of at least two disciplines and can link this conceptual knowledge to regional and global issues.</p>	<p>Students display comprehensive knowledge of the concepts and tools of more than two disciplines and are able to appropriately apply this knowledge to multiple regional and global issues.</p>

Program Goal 3: Students will be able to assess the impacts of globalization on world cultures, economics, human rights, and the environment from a comparative perspective.

Outcome	Very Poor Achievement Of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement Of Outcome
<p>3a. Graduates will demonstrate the ability to compare and contrast the impacts of globalization within and across different societies.</p>	<p>Students exhibit a very limited understanding of the processes of globalization.</p>	<p>Students can define and discuss the processes of globalization in broad terms, but exhibit a limited ability to analyze how it impacts different societies.</p>	<p>Students can discuss broadly the positive and negative impacts of globalization on developing and developed nations as well as assess in-depth its effects on their selected region.</p>	<p>Students demonstrate both an in-depth understanding of the complexities of globalization and the ability to evaluate critically its impacts on different regions, with special emphasis on their selected region.</p>	<p>Students' analysis of the processes of globalization is articulate, sophisticated, and demonstrates the ability to relate theory to different regional experiences with globalization.</p>
<p>3b. Graduates will apply social science knowledge to analyze social problems resulting from globalization (such as the rise of fundamentalism, environmental degradation, inequality, and violence against women and minorities).</p>	<p>Students show little understanding of the problems associated with globalization.</p>	<p>Students can identify a few of the social problems associated with globalization, but demonstrate a limited ability to analyze them.</p>	<p>Students can identify and discuss examples of social problems associated with globalization and demonstrate an ability to integrate the knowledge of at least two social science disciplines in their analysis of them.</p>	<p>Students can discuss and evaluate the major problems associated with globalization from multiple disciplinary and regional perspectives.</p>	<p>Students exhibit an in-depth understanding of the major problems associated with globalization and the ability to integrate historical, sociological, economic, and political science knowledge in their analysis.</p>

Program Goal 4: Students will demonstrate an understanding of the language, history, major issues, and problems facing at least one region (Africa, Asia, Europe, Latin America, or the Middle East) and be able to relate this knowledge to the broader global context. Upon completion of the regional minor, students will achieve these goals.

Outcome	Very Poor Achievement Of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement Of Outcome
4a. Graduates will demonstrate competence in a language of the region selected as their regional minor.	Students are unable to communicate—either verbally or in writing—in a language of their selected region.	Students can communicate at a basic level—either verbally or in writing—in a language of their selected region.	Students demonstrate the ability to communicate effectively both verbally and in writing in a language of their selected region.	Students display an advanced ability to communicate both in writing and verbally in at least one language of their selected region.	Students demonstrate complete fluency in both verbally and in writing in at least one language of their selected region.
4b. Graduates will be able to discuss and examine the history, cultures, and issues of the region selected as their regional minor.	Students exhibit a limited knowledge of their selected region.	Students are familiar with the main history and issues of the selected region, but are unable to discuss in any depth the multiple factors shaping the region.	Students demonstrate in-depth knowledge of regional issues and have the ability to integrate their knowledge of its history, politics, economics, and cultures in their analyses of these issues.	Students display both an in-depth understanding of the history, cultures, and major issues facing the region and expertise in at least one key issue (such as human rights, environmental degradation, colonization).	Students can discuss and analyze the selected region’s history in relation to current issues in an articulate and sophisticated manner.
4c. Graduates will exhibit the ability to apply this regional knowledge to deepen their analyses of global issues.	Students have limited knowledge of their selected region or of how it relates to the broader global context.	Students have the knowledge and ability to analyze their selected region, but are not able to connect this analysis to other regions or to the international context.	Students can effectively relate their regional knowledge to the broader global context	Students are able to analyze inter-regional, cross-regional and international relationships.	Students are able to relate regional and global experiences in a framework that allows for a highly developed analysis of international relationships.

Program Goal 5: Students will gain the knowledge, skills, and service ethic to enable them to promote just societies, human rights, and environmentally sustainable development.

Outcome	Very Poor Achievement Of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement Of Outcome
5a. Graduates will be able to analyze global problems from multiple perspectives so as to devise socially responsible solutions.	Students barely exhibit the ability to discuss global problems and are not able to formulate any solutions.	Students can identify and discuss a few key global problems (such as economic inequality, conflict, global climate change) and propose possible solutions.	Students can develop thoughtful solutions to at least one global problem; these solutions display an understanding of and appreciation for the complexities of global problems from national, regional, and international perspectives.	Students can formulate thoughtful solutions to at least two global problems and assess the social and environmental implications of these solutions.	Students display a highly developed ability for multileveled problem analysis and are able to draw upon this ability to formulate solutions that take into account the different experiences, perspectives, cultures, and environments.
5b. Graduates will demonstrate a commitment to public service and high ethical standards.	Students display little concern for how actions and policies affect others.	Students exhibit concern in class for how actions and policies affect others, but do not actively engage in class or outside activities that promote social justice.	Students exhibit a commitment to social justice in classroom discussions, assignments, and out of class activities	Students actively promote social justice by participation in campus and community organizations and events that promote social justice.	Students actively promote social justice by long-term participation in organizations, events, graduate programs, and careers that serve the common good.

Measures to be taken for the assessment of each learning outcome:

1a. Graduates will demonstrate the ability to discuss and evaluate the major international issues of the 21st century. These issues can include: globalization, international relations, global climate change, economic development, and international security.

Assessment tools:

- Direct: Course-embedded examination questions in required courses (POLS 113, SOC 231, and ECON 280).
- Direct: Portfolios of students written work.
- Indirect: Survey administered to graduating students.

1b. Graduates will demonstrate competency in the use of the various theories and methodologies of the main disciplines within International Studies (political science, economics, sociology, and history).

Assessment tools:

- Direct: Course-embedded examination questions in required courses (POLS 113, SOC 231, and ECON 280).
- Direct: Portfolios of students written work.
- Indirect: Survey administered to graduating students.

1c. Graduates will analyze the origins of transnational problems and their impact on today's world. These problems can include (depending on the student's chosen functional track): political, ethnic, and religious conflict, terrorism, religious fundamentalism, immigration, environmental degradation, and poverty and inequality.

Assessment tools:

- Direct: Course-embedded examination questions in required courses (POLS 113, SOC 231, and ECON 280).
- Direct: Portfolios of students written work.
- Indirect: Survey administered to graduating students.

2a. Graduates will demonstrate familiarity with the key concepts and tools of the main disciplines of International Studies.

Assessment tools:

- Direct: Course-embedded examination questions in required courses (POLS 113, SOC 231, and ECON 280).
- Direct: Portfolios of students written work.
- Indirect: Survey administered to graduating students.

Note: Faculty in the different disciplines with International Studies will compile a list of key concepts and tools of their disciplines. The BAIS Advisory Board will review syllabi to ensure that these concepts and tools are adequately covered in the courses offered for the major.

2b. Graduates will be able to use these concepts to analyze international situations within their regional and global contexts.

Assessment tools:

- Direct: Portfolios of students written work.
- Indirect: Survey administered to graduating students.

3a. Graduates will demonstrate the ability to compare and contrast the impacts of globalization within and across different societies.

Assessment tools:

- Direct: Course-embedded on examination or assignment in SOC 231 and ECON 280.
- Indirect: Survey administered to graduating students.

3b. Graduates will apply social science knowledge to analyze social problems resulting from globalization (such as the rise of fundamentalism, environmental degradation, inequality, and violence against women and minorities).

Assessment tools:

- Direct: Course-embedded question on examination or assignment in SOC 231 and ECON 280.
- Direct: Portfolios of written assignments from a sample of students.
- Indirect: Student survey administered to graduating majors asking them to reflect on their learning.

4a. Graduates will demonstrate competence in a language of the region selected as their regional minor.

Assessment tools:

- Direct: Successful completion of three semesters of language instruction (for African, Asian, and Middle East Studies students) or four semesters (for European and Latin American Studies students).

4b. Graduates will be able to discuss and examine the history, cultures, and issues of the region selected as their regional minor.

Assessment tools:

- Direct: Course-embedded assessment in required courses for their regional minor.
- Direct: Portfolios of written assignments from a sample of students.
- Indirect: Student survey administered to graduating majors asking them to reflect on their learning.

4c. Graduates will exhibit the ability to relate this regional knowledge in their analysis of global issues.

Assessment tools:

- Direct: Portfolios of written assignments from a sample of students.
- Indirect: Student survey administered to graduating majors asking them to reflect on their learning.

5a. Graduates will be able to analyze global problems from multiple perspectives so as to devise socially responsible solutions.

Assessment tools:

- Direct: Portfolios of written assignments from a sample of students.
- Indirect: Student survey administered to graduating majors asking them to reflect on their learning and attitudes.

5b. Graduates will demonstrate a commitment to public service and high ethical standards.

Assessment tools:

- Indirect: Number of student hours spent in service activities.
- Indirect: Student and alumni surveys participation in social justice activities, organizations, and careers.

Time Frame for Assessment

During Year 1 (2008-2009), Program Goal 3 will be assessed. Course-embedded exam questions will be created for SOC 231: “Introduction to Globalization” and ECON 280: “The Global Economy.” A detailed student survey will be developed and administered to graduating students during Spring 2009. A system for the creation of student portfolios will be developed and piloted. Also during Year I, the BAIS Advisory Board will put in place a system for assessing student learning, including the possible establishment of a BAIS Assessment Sub-Committee and systems to work with regional minor programs.

During Years 2 and 3 (2009-2010; 2010-2011) Program Goals 1, 2, 4, 5 will be assessed (two per year). The student survey will be revised if necessary and the portfolio system evaluated.

Assessment Responsibilities

In consultation with the BAIS Advisory Board, the BAIS Chair will work with course instructors to develop embedded exam questions, assignments, and scoring rubrics. Individual course instructors will be responsible for submitting the results of these questions/assignments to the BAIS Chair for discussion with the Advisory Board.

Members of the BAIS Advisory Board will develop a comprehensive student survey that will be administered in Spring 2009. BAIS faculty will discuss the establishment of a BAIS Assessment Subcommittee, as well as systems to monitor student learning.

Use of Assessment Data to Improve Program

The BAIS Advisory Board will meet at the end of each academic year to assess the program’s success in achieving its learning goals and ways in which to improve the program. These discussions will be guided by the findings of the student survey, course-embedded exam questions and assignments, and the portfolio assessment. These discussions will allow for changes to be made in the existing courses, as well as allow the Board to discuss the addition and/or deletion of courses from the program.