

Academic Assessment Report

B.A. Program in International Studies

Academic Year 2015-2016

Learning Outcomes

International Studies students will:

1. Cultivate broad, interdisciplinary understanding of international cultures, economics, geographies, histories, politics, and societies through coursework in the International Studies core and through advanced courses in multiple humanities and social science programs, including but not limited to Economics, Geography, History, and Political Science;
2. Develop deeper understanding of a chosen world area through participation in an area studies program (i.e. African and African-American Studies, Asian Studies, European Studies, Latin American and Latino Studies, and Middle East Studies);
3. Learn to think, research, and analyze critically through engagement with area studies, international affairs, and global issues;
4. Develop effective written and oral communications skills;
5. Engage with the world and build intercultural competencies through such high-impact practices as research, study abroad, internships, and service-learning;
6. Become functionally competent in at least one modern world language other than English.

Assessment of Student Learning

Direct Methods

- **Gateway Course, INST 2013 Introduction to International Studies:** every International Studies major must take the introductory course, which is designed to provide a fundamental understanding of international affairs, disciplinary approaches to global issues, and the contours of contemporary area studies.
 - **Results:** The International Studies program did not offer the INST 2013 course in AY 2015-2016, but the program has the course scheduled for Fall 2016.
- **Capstone Course, INST 4003 International Studies Seminar:** every International Studies major must take the International Studies Seminar to meet the Fulbright College Writing Requirement for graduation. Because the course includes a topical research component, it provides the ideal opportunity to assess the skills and knowledge base students have attained as they come to the close of their undergraduate degree.
 - **Results:** The program taught 83 students in six sections of INST 4003 in AY 2015-2016.
- **Gateway Survey (attached):** this will serve as an entry survey to be collected from all students in the INST 2013 introductory course to assess the expectations and plans for new International Studies majors and to gauge their readiness for meeting the desired

learning outcomes. The results will then be compiled and reviewed by the Director of International Studies and by the International Studies Steering Committee.

- **Results:** The program did not offer INST 2013 and did not conduct a gateway survey. The survey will be collected beginning Fall 2016.
- **Capstone Survey (attached):** this will serve as an exit survey to be collected from all students in the INST 4003 International Studies Seminars. The results will then be compiled and reviewed by the Director of the International Studies Program and by the International Studies Steering Committee.
 - **Results:** The program did not collect capstone surveys in 2016. Because the learning outcomes designed in spring 2015 did not adequately reflect the goals and desired outcomes in the program, they have been revised for AY 2016-2017, and a new capstone survey has been created to measure the new goals more effectively. The survey will be collected beginning in Fall 2016.
- **Advanced Language Courses:** students will demonstrate fundamental language competency by successfully passing at least two advanced (3000-level or above) courses in a single world language other than English.
 - **Results:** All students graduating with an INST major completed the prescribed language requirements.

Indirect Methods

- **Course Grades and Student GPA:** information on grades from INST 2013 and INST 4003 sections will allow the program to measure the quality of student learning in the International Studies core. The program will also collect the overall GPAs of international studies majors in INST 2013 and INST 4003 at the end of each semester to establish long-term trends on International Studies students' academic attainment.
 - **Results:** The program did not offer INST 2013 and thus did not collect data from this course. The program collected the following data from the INST 4003 sections, which will stand as a baseline for future assessment:

| Semester | Course/Section | Instructor | Enrollment | Course Grade Avg. | Avg. Student GPA |
|-------------|----------------|----------------|------------|-------------------|------------------|
| Fall 2015 | INST 4003-001 | Blake Duffield | 26 | 3.12 | 3.12 |
| Fall 2015 | INST 4003-002 | Hoyt Purvis | 21 | 3.9 | 3.33 |
| Spring 2016 | INST 4003-001 | Matt Parnell | 13 | 3.5 | 3.21 |
| Spring 2016 | INST 4003-002 | Hoyt Purvis | 14 | 3.84 | 3.26 |
| Spring 2016 | INST 4003- | Shawn Austin | 6 | 4.0 | 3.23 |

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| | 003 / HIST 3843 | | | | |
| May Intersession 2016 | INST 4003- 001 | Todd Cleveland | 3 | N/A/ | N/A |
| TOTAL | | | 83 | 3.57 | 3.22 |

- **Honors Research Participation:** the program will collect information on graduating Honors students, including their research focus, topics, and honors level, to assess the depth and breadth of work completed by our top students.
 - **Results:** Honors Scholars produced and defended nine honors theses in the International Studies Program, and recommended four more students for admission to Departmental Honors in INST. The program observes that fewer than half of INST honors students score higher than “cum laude” at graduation. Discussions with thesis directors suggest that one possible reason for the relatively low scores is that it is harder for students to receive the methodological training they need for work in an interdisciplinary field. The program will work to ensure that students are steered towards opportunities for methods training.

| Name | Thesis Title | Faculty Supervisor | Honors Level |
|---------------------|--|-------------------------|-----------------|
| Aaron Anderson | Nukes and Chips: Early Soviet High-Performance Computing | Alessandro Brogi (HIST) | Magna Cum Laude |
| Andrew Billingsley | Perceptions of Community in U.S.-Israeli Relations: The Role of identity in U.S. Middle Eastern Policy | Fiona Davidson (GEOS) | Cum Laude |
| Andrew Dixon | Mending Defeatism: American Conceptions of the Cold War from 1975-1988 | Fiona Davidson (GEOS) | Magna Cum Laude |
| Taylor Green | It's Not Me, It's You: The U.S., France, and the Iraq Crisis | Alessandro Brogi (HIST) | Cum Laude |
| Sydney Milner | Collective Memory, Monuments, and Race: A Companion Analysis of the Rhodes Must Fall Movement in Cape Town, South Africa and the Removal of the Confederate Flag in South Carolina | Caree Banton (HIST) | Cum Laude |
| Mary Mikaela Rhodes | The NSA Scandal with Germany | Patrick Conge (PLSC) | Magna Cum Laude |
| Erin Schaffer | The Effect of Artificially Drawn Borders on Middle East Violence | Hoyt Purvis (JOUR) | TBA |

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|--------------------|--|-----------------------|-----------|
| Zachary Schwermann | Terrorism Turnover: The Morphing of Radicalized Islamic Terrorism from Al Qaeda to the Islamic State | Tom Paradise (GEOS) | Cum Laude |
| Madeline Upson | Nontraditional Peace Methods in the Israeli-Palestinian Conflict | Ted Swedenburg (ANTH) | Cum Laude |

- Study Abroad Participation: the program will track the number of International Studies students who participate in a study abroad program each academic year in order to determine the engagement our majors have with off-campus and international programs.
 - **Results:** Based on the number of study abroad pre-approval requests, the International Studies Program authorized 21 students to apply credit from study abroad experiences in AY 2015-2016 to their INST major. This represents approximately 6% of the total number of International Studies majors. At least two of these study abroad opportunities came in the form of internships abroad. The program will gain a clearer picture of aggregate study abroad participation with the planned capstone survey, but in the meantime would like to see an increase in year-over-year participation. To meet that goal, the program has reached out to programs at the University of Nicosia in Cyprus and CIEE in Berlin, and plans to launch a specialized round of courses at the UA Rome Center on a rotating basis beginning in Spring 2017.

| Name | Country |
|--------------------|--------------------------|
| Emily Barber | South Africa |
| Brett Blockhus | France |
| Colette Brashears | Austria / Czech Republic |
| Astrid Buckner | Jordan |
| Madeleine Chaisson | Chile |
| Shelli Daniel | Jordan |
| John DeRossit | Spain |
| Cassidy Dutton | South Africa |
| Victoria Feole | Tanzania |
| Tia Francis | Austria / Czech Republic |
| Andrew Garcia | South Africa |
| Lincoln Gimnich | Switzerland |
| Sydney Gower | Ireland |
| Lincoln Heffley | South Africa |

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|------------------|----------------|
| Hannah Kunasek | United Kingdom |
| Rebecca Lincoln | Cuba |
| Kimberly Mentzer | Argentina |
| Andrew Montague | South Africa |
| Emily Pham | Japan |
| Peyton Smith | Costa Rica |
| Hannah Valles | Mexico |
| Blaire Waddell | Spain / Malawi |

- Internship Participation: the program will track the number of International Studies students who complete an internship each academic year in order to determine the engagement our majors have with relevant work experience.
 - **Results:** The program supervised two non-study abroad internships. The program is eager to dramatically increase the numbers of students studying abroad, and will try to increase awareness through a planned Career Symposium in September 2016 and planned majors meetings in October 2016.

| Name | Internship Provider | Internship Period |
|-------------|--|-------------------|
| Chris Cowan | British Consulate General, Houston, TX | Summer 2015 |
| Jamie Nix | The Borgen Project, Seattle, WA | Spring 2016 |