|  |  |  |  |
| --- | --- | --- | --- |
| **Assurance of Student Learning**  **2022-2023** | | | |
| *Potter College* | | *Political Science* | |
| *702 – International Affairs* | | | |
| *Scott Lasley* | | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:** Students will identify dynamics of the international political and economic system | | | |
| **Instrument 1** | Direct: Analysis of student portfolios or papers from senior seminar. | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:**  Students will illustrate the complex relationship between domestic and international issues. | | | |
| **Instrument 1** | Direct: Analysis of student portfolios or papers from senior seminar. | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:**  Students will contrast characteristics of diverse regions, cultures and countries. | | | |
| **Instrument 1** | Direct: Analysis of student portfolios or papers from senior seminar. | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| Maintaining the status quo for assessment now. We did a search to replace Roger Murphy during the year but did not make a hire. We hope to be approved for another search next year. At that point, it would be our goal to conduct a major review of the program. | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome 1** | | | | | |
| **Student Learning Outcome** | Students will identify dynamics of the international political and economic system. | | | | |
| **Measurement Instrument 1** | Reivew student assignments – “foreign minister” reports and portfolio | | | | |
| **Criteria for Student Success** | *Score at least 3 out of 5 on attached rubric.* | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | 88% | |
| **Methods** | 1/2 of reports and portfolios from Senior Seminar were randomly selected for review by faculty. (*n*=16). The departmental assessment committee evaluated the papers using the appropriate rubric. The assessment was completed by two faculty members from the assessment committee. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: As expected.  **Conclusions**: We have very good students who perform well in the program and curriculum is structured to emphasize SLOs.We are a bit concerned about some changes to student attendance/behavior post pandemic but they have not been reflected as part of the assessment process.  **Plans for Next Assessment Cycle**: No significant change is planned for the assessment of this SLO. We do hope to fill a faculty need in the program which will lead to a major review of the program. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome 2** | | | | | |
| **Student Learning Outcome** | Students will illustrate the complex relationship between domestic and international issues. | | | | |
| **Measurement Instrument 1** | Review student assignments – “foreign minister” reports and portfolio | | | | |
| **Criteria for Student Success** | Score at least 3 out of 5 on attached rubric. | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | 81% | |
| **Methods** | 1/2 of reports and portfolios from Senior Seminar were randomly selected for review by faculty (*n*=16). The departmental assessment committee evaluated the papers using the appropriate rubric. The assessment was completed by two faculty members from the assessment committee. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: As expected.  **Conclusions**: We have very good students who perform well in the program and curriculum is structured to emphasize SLOs.We are a bit concerned about some changes to student attendance/behavior post pandemic but they have not been reflected as part of the assessment process.  **Plans for Next Assessment Cycle**: No significant change is planned for the assessment of this SLO. We do hope to fill a faculty need in the program which will lead to a major review of the program. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome 3** | | | | | |
| **Student Learning Outcome** | Students will contrast characteristics of diverse regions, cultures and countries . | | | | |
| **Measurement Instrument 1** | Reivew student assignments – “foreign minister” reports and portfolio | | | | |
| **Criteria for Student Success** | Score at least 3 out of 5 on attached rubric. | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | 88% | |
| **Methods** | 1/2 of reports and portfolios from Senior Seminar were randomly selected for review by faculty. (*n*=16). The departmental assessment committee evaluated the papers using the appropriate rubric. The assessment was completed by two faculty members from the assessment committee. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: As expected.  **Conclusions**: We have very good students who perform well in the program and curriculum is structured to emphasize SLOs.We are a bit concerned about some changes to student attendance/behavior post pandemic but they have not been reflected as part of the assessment process.  **Plans for Next Assessment Cycle**: No significant change is planned for the assessment of this SLO. We do hope to fill a faculty need in the program which will lead to a major review of the program. | | | | | |

**Rubric for International Affairs Assurance of Student Learning**

All SLOs are evaluated on a scale of 1 to 5.

SLO 1: Students will identify dynamics of the international political and economic system.

1 – Student identifies few dynamics of international political and economic system.

3 – Student identifies many of key concepts and is generally able to place them in appropriate context.

5 – Student identifies most of key dynamics of international system and places them in appropriate context.

SLO 2: Students will illustrate the complex relationship between domestic and international issues.

1 – Student is unable to show how relationships relate with each other.

3 – Student is able to illustrate key relationships between domestic and international issues.

5 – Student is able clearly illustrate relationships and provide an analysis of key relationships.

SLO 3: Students will contrast characteristics of diverse regions, cultures and countries.

1 – Student is unable to identify and contrast characteristics of regions and cultures.

3 – Student is able to identify and contrast many key characteristics of regions.

5 – Student is able to identify, contrast, and analyze key differences.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CURRICULUM MAP TEMPLATE** | | |  |  |  |
|  |  |  |  |  |  |
| **Program name:** | International Affairs | | |  |  |
| **Department:** | Political Science | | |  |  |
| **College:** | PCAL | | |  |  |
| **Contact person:** | Scott Lasley | | |  |  |
| **Email:** | [scott.lasley@wku.edu](mailto:scott.lasley@wku.edu) | | |  |  |
|  |  |  |  |  |  |
| **KEY:** | |  |  |  |  |
| **I = Introduced** | |  |  |  |  |
| **R = Reinforced/Developed** | |  |  |  |  |
| **M = Mastered** | |  |  |  |  |
| **A = Assessed** | |  |  |  |  |
|  |  |  | **Learning Outcomes** |  |  |
|  |  |  | **LO1:** | **LO2:** | **LO3:** |
|  |  |  | Students will identify dynamics of the international political and economic system. | Students will illustrate the complex relationship between domestic and international issues. | Students will contrast characteristics of diverse regions, cultures and countries. |
| **Course Subject** | **Number** | **Course Title** |  |  |  |
| PS | 250 | International Politics | I | I | I |
| PS | 260 | Comparative Politics | I | I | I |
| PS | 357 | American Foreign Policy | R/M | R/M | R/M |
| HIST | 102 | World History II |  |  | I |
| GEOG | 110 | World Regional Geography | I |  | I |
| ECON | 202/203 | Principles of Micro/Macro Econ | I/R | I/R |  |
| PS | 497 | Senior Seminar | M/A | M/A | M/A |