



2008-2009 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2008-2009

Report Date: June 1, 2009

School/College: College of Arts and Sciences

Department/Program: International Studies Program (BAIS)

Person completing the Report: Heather J. Hoag, Interim Chair of International Studies (History Department)

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1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating which program goals were assessed:

In Spring 2008, the chosen faculty assessment coordinator, Heather Hoag, undertook training in program assessment methods. In order to facilitate the establishment of an on-going assessment process, the BAIS program goals were revised from eight to five and a three-year assessment plan (including detailed curriculum map and program goal rubrics) was drafted, discussed, and approved by the BAIS Advisory Board. Faculty discussed the challenges of assessing an interdisciplinary program in which students choose multiple tracks. A variety of possible assessment methods (from in-class assignments, the establishment of a portfolio system for student work, the establishment of a student weekend retreat or capstone seminar) were suggested. These discussions will continue in 2009-2010 during the BAIS Program Review. Also, the BAIS Graduate Exit Survey was substantially revised and administered to BAIS graduates in May 2009 (attached).

- a. Assessment of program goal:

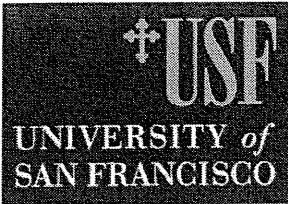
The following program goal was assessed:

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

- a. Faculty involvement:

This process was led by Heather Hoag, with substantial administrative support from Mary Zweifel, the BAIS Program Assistant. In September 2009, BAIS faculty began a discussion of the plan and short-term and long-term assessment methods and goals at BAIS Advisory Board meetings. Select faculty who were teaching courses related to globalization were asked to collect data from their students as direct evidence of student learning.

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**
 - a. What did you do?



2008-2009 Assessment Plan Report

Direct Assessment

- The assessment coordinator identified the courses that were being offered during 2008-2009 that directly related to the theme of globalization. A few of these courses were selected for review as they were either required BAIS courses or had a large number of BAIS students in them. These included: SOC 231 Introduction to Globalization (F08 and S09), ECON 280 The Global Economy (S09), and THRS 365 Religion and Globalization (S09).
- Course instructors were asked to select an appropriate assignment to use as a direct assessment of student learning (e.g. specific exam, essay assignment, or project).
- Course instructors provided the assessment coordinator with samples of the work of BAIS students enrolled in their course. This work was then assessed using the established program goal rubric.

Indirect Assessment

- The BAIS Graduate Exit Survey was revised to include a section allowing students to assess their learning in specific areas.
- The assessment coordinator reviewed these surveys and calculated student responses.
- The results of the survey will be discussed in Fall 2009 at a BAIS Advisory Board meeting.

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

Direct Assessment:

ECON 280: The Global Economy (Spring 2009, Harmut Fischer)

Type of assessment method: Midterm examination

Number of students: 47

Student achievement of learning goal:	Very good: 22%
	Good: 30%
	Average: 34%
	Poor: 10%
	Very poor: 1%

SOC 231: Introduction to Globalization (Fall 2008, Andrej Grubacic)



2008-2009 Assessment Plan Report

Type of assessment method: Paper

Number of students: 19

Student achievement of learning goal:

Very good:	37%
Good:	42%
Average:	21%
Poor:	0%
Very poor:	0%

THRS 365: Religion and Globalization (Spring 2009, John Nelson)

Type of assessment method: Research paper

Number of students: 6

Student achievement of learning goal:

Very good:	50%
Good:	50%
Average:	0%
Poor:	0%
Very poor:	0%

Indirect Assessment:

Type of assessment method: Graduate exit survey

Number of students: 11

Student assessment of their learning:

1) Ability to describe and evaluate the process of globalization
Significantly attained: 72.7%
Somewhat attained: 23.7%

2) Ability to compare and contrast the impacts of globalization across different societies
Significantly attained: 72.7%
Somewhat attained: 23.7%

Preliminary Conclusions:

Strengths: 1) Understanding of the social dynamics and problems associated with globalization.

2) Ability to research and analyze these dynamics in writing.

Areas for improvement: 1) Students demonstrated more difficulty in incorporating economic theory and approaches into their analyses of globalization.

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.



2008-2009 Assessment Plan Report

The results of this first year of assessment will be discussed at the first Fall BAIS Advisory Board meeting. As the program is undergoing a thorough Program Review during the 2009-2010 academic year, it is foreseen that a review of the overall curriculum as well as individual courses as they relate to student learning will be undertaken.

3. **Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:**
 - a. Program Mission
 - b. Program Learning Goals
 - c. Program Learning Outcomes
 - d. Program Learning Rubrics aligned with outcomes
 - e. Curriculum map that shows the courses that pertain to the outcome

Please return to: Provost Office by June 1, 2009

You can send your replies as either a Word attachment (to: marin@usfca.edu) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4th floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment (wmurry@usfca.edu or x5486).

BAIS Graduation Exit Survey
Spring 2009
(Administered through Survey Monkey)

Section 1: Introduction

Dear BAIS Graduates:

Congratulations on your upcoming graduation from USF. In an effort to assess our effectiveness as a program, International Studies is conducting a comprehensive survey of all of our graduating majors. Our aim is to use this information to assess how well we are doing as a program in meeting our educational goals and preparing you for your chosen professional path. We will use this information to continue to refine, adapt, and improve the courses and support we offer our BAIS students. Your input in this process is vital, so please take a few minutes to fill out the survey online in its entirety.

We thank you in advance for your input and wish you every success in your future endeavors. Please keep in touch and let us know where you end up.

Sincerely,

USF International Studies Program Faculty

Section 2: Background Information

1.

Name:

Address:

City/Town:

State:

ZIP/Postal Code:

Country:

Email Address:

Phone Number:

2. My declared functional track was:

Global Politics and Societies

Environment and Development

World Religions and Spiritualities

International Economics

Peace and Conflict Studies

3. My declared regional minor was:

African Studies

Asian Studies
European Studies
Latin American Studies
Middle Eastern Studies

4. In addition to my International Studies major (including regional minor) I completed the following additional majors, minors, and/or certificates:

Additional major:

Additional minors:

Certificates (i.e. McCarthy Public Service cert)

5. I entered USF directly from:

High school

2-year community college

4-year university

Work (if so, please specify the field)

6. International Studies was:

The first and only declared major

If not, please specify which major you switched from:

7. How important to you was each of the following in selecting International Studies as your major? (Very important, Important, Somewhat important, Not important at all)

I enjoyed a course I took on international issues.

I enjoy traveling.

I thought it would prepare me for a particular job in a field related to international studies.

I want to work in an international organization.

I have always been interested in international issues.

I heard good things about the International Studies Program and faculty.

I was attracted to the structure and course offerings of the program.

8. Did you study abroad during your time at USF?

Yes

No

9. If yes, how long were you abroad?

A year

A semester

An intersession or summer term

10. Where did you go?

11. What was the most valuable part of your study abroad experience?

12. While at USF, I undertook the following activities:

- Completed an internship in an international or public service organization
- Participated in a social justice club on campus
- Volunteered regularly in the community
- Other (please specify)

Section 3: What I Learned

13. How well do you feel you've achieved the following learning goals:
(Significantly attained, Somewhat attained, Attained to a small degree, Not attained at all)

Ability to analyze complex international issues

Ability to identify and apply the methods of multiple disciplines (such as politics, sociology, economics, history) to my analysis of international issues

Ability to describe and evaluate the process of globalization

Ability to compare and contrast the impacts of globalization across different societies

Ability to speak and read a language spoken in my chosen region of study

Ability to understand the history, culture, and issues affecting my chosen region of study

Ability to relate this regional knowledge to the broader global context

Ability to apply the knowledge and skills I've learned to devise socially-responsible solutions to global problems

Research skills for evaluating and gathering evidence about international issues

Ability to critically assess policy documents and published research

Ability to design and complete a research project

Ability to present opposing viewpoints on key international issues (globalization, econ dev't, etc.)

Job-related skills

Section 4: Evaluation of Program

14. How satisfied were you with the quality of academic advising you received from International Studies faculty? (Very satisfied, Satisfied, Somewhat dissatisfied, Very dissatisfied)

Comments:

15. How satisfied were you with the graduate school and career advice you received from International Studies faculty?

(Very satisfied, Somewhat satisfied, Somewhat dissatisfied, Very dissatisfied)

Comments:

16. How often did you seek to interact with International Studies faculty outside of the formal classroom setting?

(Once or twice a semester, Several times a semester, Regularly, Never)

17. Overall, how satisfied were you with the International Studies Program at USF?
(Very satisfied, Satisfied, Somewhat dissatisfied, Very dissatisfied)

Comment:

18. Are there any courses that were not offered that you wished had been?

19. What are your plans for the first year or two after your graduation?

Get a job

Go to graduate school

Other (please specify)

20. If you have applied to graduate school, have you been accepted?

(No, Haven't heard yet, Not applicable, Yes- if so, what university and program)

21. If you plan on working immediately after you graduate, what type of employer would you prefer to work for?

(Government, Educational, Non-profit, Private (for profit), Undecided, Other (please specify))

22. Have your International Studies courses prepared you to pursue the career or graduate school of your choice?

(Yes, Partially, Not at all, I don't know)

22. What do you think you learned particularly well and/or that will especially benefit you after you graduate (or already has)?

23. Is there anything that we have not asked about in this survey that you would like to share with the International Studies Program?

24. Is there anything that we have not asked about in this survey that you would like to share with the International Studies Program?

**International Studies Program
University of San Francisco
Assessment Plan
2008-2011**

I. Introduction

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.

II. Program Goals and Learning Outcomes

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.

a. 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.

b. 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).

c. 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.

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.

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

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

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

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

b. 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.)

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.

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

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

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

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

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

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

II. Assessment Methods

Rubrics for each program goal and learning outcome are attached.

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: Samples 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: Samples 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: Samples 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: Samples 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: Samples 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: Samples of written assignments from 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: Samples of written assignments from 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: Samples of written assignments from 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: Samples of written assignments from 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.

IV. 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.

V. 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.

VI. 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.

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
<p>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.</p>	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.
<p>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).</p>	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>	Students exhibit little understanding of transnational problems.	Students can identify and define a few major transnational problems, but demonstrate a limited understanding of their origins.	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.	Students can discuss and analyze in-depth more than two major transnational problems and their impact on at least one region.	Students can articulately discuss multiple transnational problems and analyze the relationship between these different problems as well as their impact on multiple regions.

International Studies (BAIS) Outcome Rubric

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 to 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>

International Studies (BAIS) Outcome Rubric

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>

International Studies (BAIS) Outcome Rubric

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.

International Studies (BAIS) Outcome Rubric

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
<p>5a. Graduates will be able to analyze global problems from multiple perspectives so as to devise socially responsible solutions.</p>	<p>Students barely exhibit the ability to discuss global problems and are not able to formulate any solutions.</p>	<p>Students can identify and discuss a few key global problems (such as economic inequality, conflict, global climate change) and propose possible solutions.</p>	<p>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.</p>	<p>Students can formulate thoughtful solutions to at least two global problems and assess the social and environmental implications of these solutions.</p>	<p>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.</p>
<p>5b. Graduates will demonstrate a commitment to public service and high ethical standards.</p>	<p>Students display little concern for how actions and policies affect others.</p>	<p>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.</p>	<p>Students exhibit a commitment to social justice in classroom discussions, assignments, and out of class activities</p>	<p>Students actively promote social justice by participation in campus and community organizations and events that promote social justice.</p>	<p>Students actively promote social justice by long-term participation in organizations, events, graduate programs, and careers that serve the common good.</p>