

**International Studies Department 2019-2020  
Assessment Report for the Master of Arts in International Studies (MAIS)**

**1. IDENTIFYING INFORMATION**

- a) Name of Program: Master of Arts in International Studies Program (hereinafter MAIS)
- b) Type of Program: Graduate Program
- c) CAS Division: Social Sciences
- d) Submitter & Point of Contact: Brian Dowd-Uribe, Associate Professor & MAIS Academic Director, [bdowduribe@usfca.edu](mailto:bdowduribe@usfca.edu)

**2. MISSION STATEMENT**

The International Studies Department is a scholarly community that applies global perspectives to foster a more sustainable, humane, and just world. Our mission is to inspire and prepare engaged citizens to have a critical, interdisciplinary understanding of global dynamics.

The graduate program in International Studies provides our students with the skills to not merely examine the world, but also make it better. To achieve this aim, we integrate theory and practice in order to prepare students for further studies and careers in such fields as government, education, human rights, international development, international business, international media and communication, social advocacy, and the law.

**3. PROGRAM LEARNING OUTCOMES (PLOs)**

The MAIS PLOs were drafted and adopted by the Faculty Advisory Board in the Spring 2015 semester

1. Understand the major structural, cultural, and relational shifts that have emerged in response to globalization from a variety of disciplinary perspectives, with a special emphasis on non-state actors.
2. Identify key organizations, institutions, and global and regional norms and how they interact with sub-state forces to shape policy, advocacy, and social movements.
3. Develop an understanding of the diverse aspects of global civil society and the political, economic, legal, environmental, social and cultural forces that are shaping contemporary global issues through the local-global connection.
4. Demonstrate an ability to critically engage categories of cultural difference and diversity and evaluate their influence on contemporary phenomenon.
5. Utilize mixed research methodologies, an interdisciplinary perspective, and community engagement skills to analyze key issues in international studies.

#### 4. CURRICULUM MAP\*

TABLE 1. MAIS Curricular Map 2019-2020

MAIS Course	Program Learning Outcomes				
	PLO 1	PLO 2	PLO3	PLO 4	PLO 5
MAIS 620 Global Critical Social Theory	D	D	D	D	
MAIS 624 Graduate Writing Seminar					D
Core Concentration Classes (MAIS 621-623)	D	D	D	D	
MAIS 625 Research and Project Design					I
Elective Courses (MAIS 630-636)	I	I	I	I	
Skills Courses (MAIS 650-652)					I
Capstone Project MAIS 626	M	M	M	M	M

\* Key: D = Developing; I = Intermediate; M = Mastery

#### 5. SUMMARY OF ASSESSMENT PLAN FOR 2019-2020 ACADEMIC YEAR

This year we took a broader approach to assessment, and settled on an indirect assessment approach of PLO's 1,2 and 5. We changed the site of our assessment from the Research Methods class, which students take in their second semester, to the Capstone Course, which students take in their fourth and final semester. We also changed from previous years by including PLOs 1 and 2. We continued to include PLO 5 since this PLO has not changed since the implementation of the two-year curriculum (which began in 2018-2019). This allows for longitudinal data across curricula. We decided on the Capstone Course since we wanted to examine mastery of the PLOs. We selected these three since they best correspond to outcomes that would be associated with the completion of the capstone project.

We did not conduct a direct assessment this year due to the switch to remote coursework. We will integrate direct assessment in future years (And have included direct assessment in past years).

For indirect assessment, students in the Capstone class were given a survey by the professor for the course. This is a required course for all MAIS students in their fourth and final semester. They were asked to respond to a series of questions to assess their familiarity with mixed research methodologies, community engagement, research ethics, and the use of an interdisciplinary approach to research. The survey is available in Appendix I.

#### 6. METHODS

As indicated in our Curricular Map, we anticipate that MAIS students will have achieved a 'Mastery' level of competence with the following skills upon completion of the Capstone course. As this is a graduate program, we believe that mastery of these skills will come through the completion of the master's thesis or applied project that the student conducts during her or his final semester in the program:

#### Direct Assessment

Direct assessment was not completed for this year due to constraints associated with the Covid pandemic and the switch to remote instruction. Future years will include a direct assessment component.

#### Indirect Assessment

Indirect assessment was comprised of a survey administered to the MAIS Capstone course at the end of the semester. The results of the survey were compiled by Professor Dowd-Uribe and are including in the results section below.

## 7. RESULTS

Based on these metrics outlined above and reviewed below, we believe that MAIS students in the 2019-2020 cohort achieved a 'Mastery' level of competence for PLOs 1,2 and 5.

#### Indirect Assessment Results

Students gave very high ratings to their comprehension of the different components of PLOs 1,2 and 5. For PLO 1, 89% of students strongly agreed or agreed to their mastery of its different components. For PLO 2, 95% of students strong agreed or agreed to its mastery. For PLO 5, 82% of students strongly agreed or agreed to their mastery of its different components. Given these responses, and in lieu of a direct assessment, we feel confident that students achieved mastery in these program learning outcomes.

Below are the results for each question:

#### PLO1

*1) After completing my capstone, and all coursework I feel adequately prepared to understand the major structural and cultural shifts brought about by globalization*

- Strong Agree	13 (68%)
- Agree	4 (21%)
- Neither Agree nor Disagree	2 (11%)
- Disagree	0
- Strongly Disagree	0

2) *After completing my capstone, and all coursework I feel adequately prepared to understand different disciplinary perspectives of globalization*

- Strong Agree	10 (53%)
- Agree	7 (37%)
- Neither Agree nor Disagree	2 (11%)
- Disagree	0
- Strongly Disagree	0

PLO 2

3) *After completing my capstone, and all coursework I feel adequately prepared to understand the roles of non-state actors in globalization*

- Strong Agree	9 (47%)
- Agree	9 (47%)
- Neither Agree nor Disagree	1 (5%)
- Disagree	0
- Strongly Disagree	0

PLO 5

4) *After completing my capstone, and all coursework I feel adequately prepared to use multiple research methods of data collection for interdisciplinary research on key issues in International Studies*

- Strong Agree	8 (42%)
- Agree	6 (32%)
- Neither Agree nor Disagree	5 (27%)
- Disagree	0
- Strongly Disagree	0

5) *After completing my capstone, and all coursework I feel adequately prepared to understand the role of community engagement in interdisciplinary research on key issues in International Studies*

- Strong Agree	10 (53%)
- Agree	5 (37%)
- Neither Agree nor Disagree	4 (11%)
- Disagree	0
- Strongly Disagree	0

6) *After completing my capstone, and all coursework I feel adequately competent to assess the ethical conditions of conducting research*

- Strong Agree	10 (53%)
- Agree	7 (37%)
- Neither Agree nor Disagree	2 (11%)
- Disagree	0
- Strongly Disagree	0

*7) After completing my capstone, and all coursework I feel adequately prepared to understand the politics around how research is produced on key issues in International Studies*

- Strong Agree	8 (42%)
- Agree	8 (42%)
- Neither Agree nor Disagree	3 (16%)
- Disagree	0
- Strongly Disagree	0

## **8. CLOSING THE LOOP**

The International Studies department is currently revising its MAIS program learning outcomes and curriculum. We will have two more years of assessment for these PLOs prior to switch to a new set of PLOs. These next two years will consist of building a more robust approach to assessment and looking for ways to make the assessment process build across curricula.

Appendix I

**MAIS 626: Capstone Course  
Indirect Assessment Survey**

1) *After completing my capstone, and all coursework I feel adequately prepared to understand the major structural and cultural shifts brought about by globalization*

- Strong Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

2) *After completing my capstone, and all coursework I feel adequately prepared to understand different disciplinary perspectives of globalization*

- Strong Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

3) *After completing my capstone, and all coursework I feel adequately prepared to understand the roles of non-state actors in globalization*

- Strong Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

4) *After completing my capstone, and all coursework I feel adequately prepared to use multiple research methods of data collection for interdisciplinary research on key issues in International Studies*

- Strong Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

5) *After completing my capstone, and all coursework I feel adequately prepared to understand the role of community engagement in interdisciplinary research on key issues in International Studies*

- Strong Agree
- Agree
- Neither Agree nor Disagree
- Disagree

- Strongly Disagree

6) *After completing my capstone, and all coursework I feel adequately competent to assess the ethical conditions of conducting research*

- Strong Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

7) *After completing my capstone, and all coursework I feel adequately prepared to understand the politics around how research is produced on key issues in International Studies*

- Strong Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree