**Question 8: Assessment**

*Task: Describe the unit’s learning outcomes assessment procedures. This includes defining the program learning outcomes, describing the assessment plan for tracking progress toward achieving these outcomes, and reporting any findings and next steps based on assessments that were conducted.*

**Assessment Overview**

Collection, reporting, and utilization of assessment data by the International Affairs Program (IAFS) has been primarily informal to date, including the 2012 student survey, informal feedback from students, FCQs, etc. Those results of those assessments and subsequent changes to the IAFS program are detailed below.

However, IAFS also realizes it would benefit from a more formal learning assessment program with direct measures of student learning. Therefore, beginning in Fall 2019, IAFS has undertaken an effort with the Office of Data Analytics to develop a formal 3-year assessment plan. It is currently in development but to date, IAFS has revised its program learning outcomes (PLOs), undergone curriculum mapping for required courses and major requirements, and mapped the program’s PLOs to the CU Baccalaureate outcomes. In addition, the program is working to identify opportunities and metrics for direct student learning assessment of its PLOs and intends to have its 3-year learning assessment plan completed by the end of Spring 2020. The progress, development, and intentions for this new, more rigorous and formal plan for assessment are described in this response.

**Assessment Reporting (2013-2019)**

Based on the informal data collection methods mentioned previously, IAFS has made a number of changes in our curriculum since our last program review in 2012-2013. These changes reflect our continuing goal of a rigorous interdisciplinary curriculum with both breadth and depth, and one that it is responsive to student interests and faculty expertise. As well, we aim to address the Spring 2017 National Survey of Student Engagement (NSSE), where only 68% of students responded positively on the availability of courses needed for the major (per Appendix 1: Unit Profile for International Affairs, p.13).

**Increased collaboration.** With the recommendation of the 2012-13 program review for increased collaboration with the humanities, IAFS has created new cross-listed courses aimed at juniors in particular, including 3000-level courses cross-listed with Arts and Humanities departments (Russian Studies and Scandinavian Studies, under Germanic Language and Literatures). We have worked with the Asian Languages and Civilizations department to identify cultural classes that could fulfill requirements for our Africa/Middle East geographic concentration, including ARAB 3340: Representing Islam and ARAB 3231: Travel Writing in Arabic Literature. We have also developed a relationship with the School of Music that gives IAFS students access to a music course (MUEL 3882: Music and Violence) and we will have an IAFS committee and Music faculty...
member teach an IAFS class every second year under an MOU. These classes in the Arts and Humanities supplement the language classes already required for the major, as well as the contemporary history requirement for Geographic Concentration.

**Professional development.** The 2012-13 IRC recommended that IAFS create a professional development program. We amended the curriculum to include a 3-credit Off-Campus Experience requirement to connect students’ coursework to practical applications in the study of international affairs. The requirement can be fulfilled through study abroad (for which we have expanded our study abroad scholarship fundraising, as outlined in Question 14: Budget), internship (with the internship class offered year-round), and other classes, including our own newly developed community service-learning class, IAFS 3000: Sustainability and Democracy. We have also developed a partnership with CU Boulder Career Services. Career Services employees will be visiting our capstone senior seminar classes and informing students about best practices for networking and interviewing, and helping students understand the resources available at the Career Services offices for resumes, cover letters, mock interviews, etc.

**Class size and IAFS offerings.** The 2012 student survey indicated that IAFS majors would like to see smaller class size. IAFS responded by lowering the class limit of the senior seminar IAFS 4500 to 16-19, with additional sections added to accommodate program needs. We have also expanded our IAFS-labelled offerings in areas outlined in the previous program review cycle. We added regionally focused content to improve our offerings outside Europe, including IAFS 3000 topics on: US-Latin America Relations; Development, Conservation & Social Movements in Latin America; and the Arab-Israeli Conflict. One summer online topic, IAFS 3000: Gender, Geopolitics, and Islam, is taught by a Geography faculty member on the IAFS committee, and it has become its own regularly offered course (IAFS 3010).

**Building up the geographic concentrations.** Our most recent jointly rostered tenure-track hires with Economics, Women and Gender Studies, and Geography have added valuable content in our geographic concentration. New senior seminars, offered regularly, include China in the Global Economy and Globalization and Africa. Our joint hire with Geography has also developed a new cross-listed course addressing rapid urban transformation in the Global South, IAFS 3670/GEOG 3622: Cities of the Global South. In terms of European geographic concentration offerings, our IAFS Global Seminar to Bordeaux, France (IAFS 3500: Contemporary France and America in Historical Context) has become a popular, regular summer offering abroad, led by the IAFS Director.

**Capturing the changing landscape of international affairs.** We have responded to student demand and changing world events by offering IAFS 3000 special topics on: Global Health; Humanitarianism; World Politics and Extremism; Climate and International Society; National Security; and Global Neofascism. As well, we have
offered new senior seminars on: Global Political Ecology; Migration and Refugees; Drought, Conflict and Climate; and Global Military Political Thought. These have been taught by our jointly rostered tenure-track and tenured faculty, our instructors, and visiting scholars and lecturers with particular areas of expertise.

**Certificate program offerings.** A key area where we have developed the curriculum is through certificate programs. In addition to our Certificate in International Media, we now offer the Global Environmental Affairs Certificate (jointly with Environmental Studies), the Global Public Health Certificate (a track of the highly successful Public Health certificate offered through Integrative Physiology), and the European Union Studies Certificate. IAFS was also a founder of the Arctic Studies Certificate, now housed in Geography. These certificates have given rise to new cross-listed classes, including IAFS 3630/SCAN 3301: Radical Nationalism in Contemporary Northern Europe and IAFS/SCAN 3631: Arctic Society and Culture with Scandinavian Studies, and IAFS/ENVS 3640: Data Analysis for Global Environmental Affairs with Environmental Studies. All these certificate offerings are intended to provide ways for students to enhance their study of international affairs and develop particular thematic areas of concentration. Most recently, IAFS became the home for the Peace, Conflict, and Security Certificate (PACS). This certificate has a number of PACS classes of its own, and we have further established new IAFS/PACS offerings such as PACS/IAFS 3850: International Conflict Resolution and Peacebuilding, and a Global Seminar launching in summer 2020, IAFS/PACS 3540: Migration, Human Rights, and Conflict in the Mediterranean.

**Program Learning Outcomes (PLOs)**

As part of this development of our curriculum, and in consultation with the assessment team in the Office of Data Analytics, IAFS revised its program learning outcomes (PLOs) to better reflect the core content and skills we hope to provide students in the IAFS major. These PLOs provide measurable outcomes that will form the foundation for the IAFS student learning assessment plan for the next review cycle. A review of the required elements of the IAFS curriculum shows that our program maps well to the updated PLOs. Additionally, a review of the CU Baccalaureate Learning Goals show that our updated PLOs align closely with many of the campus goals.

**Revisions to program learning outcomes.** The revised learning outcomes went through IAFS faculty committee review and will be available in the CU Boulder 2020-21 catalog.

*The undergraduate degree in international affairs gives students the knowledge and skills to:*

1. *Understand and examine fundamental issues, interdisciplinary theories, and approaches to the study of international affairs*
2. *Analyze international challenges from a political, economic, historical and cultural perspective*
3. Consider issues related to a specific geographic region of the world, including historical factors that give rise to regional institutions and processes
4. Communicate, orally and in writing, about international affairs to scholars in the field and to a broader audience, including in other cultural contexts
5. Develop grammar-based proficiency in a foreign language

The previous learning outcomes in the catalog, before the above revisions, were:

The undergraduate degree in international affairs emphasizes knowledge and awareness of:

- major political, economic, social and cultural problems facing the international community, including international economic relations, world population and -resource utilization
- the international political system in the broadest global context, international organizations and alliances, and foreign political systems and processes
- ethical issues involved in international relations
- patterns of conflict and cooperation among nations and peoples
- chief historical factors that give rise to existing international institutions and processes
- problems and issues in United States foreign policy

In addition, students completing the degree in international affairs are expected to acquire the ability and skills to:

- analyze an international problem from a political, economic, historical and cultural perspective
- read, critically evaluate and synthesize information obtained from international affairs literature
- analyze international phenomena critically
- communicate, orally and in writing, findings to other students of international affairs and to a broader audience
- communicate in other cultural contexts and develop grammar-based proficiency through advanced foreign language study

Mapping the IAFS curriculum to program learning outcomes. To ensure alignment between the structure and content of the IAFS undergraduate curriculum, IAFS also mapped the required elements of the program to the new program learning outcomes (PLOs). The curriculum mapping suggests that IAFS’s required curricular elements satisfactorily covered the program learning outcomes. The curriculum also provided opportunity for students to progress from the simple introduction of content and skills through reinforcement and greater mastery as students progress through the degree.
<table>
<thead>
<tr>
<th>REQUIRED COURSE</th>
<th>PLO 1</th>
<th>PLO 2</th>
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</table>

*Functional Area and Geographic Concentration courses are both 3000- and 4000-level.

**Some IAFS majors fulfill their Off-Campus Experience through study abroad where they may develop their language skills.

(Levels: 1=Introduced, 2=Reinforced, 3=Emphasized).

**Mapping the IAFS program learning outcomes to CU Boulder’s Baccalaureate Learning Goals.** In addition, IAFS mapped the revised program outcomes to CU Boulder’s Baccalaureate Learning Goals. A matrix illustrating the full mapping is included in Appendix 3: IAFS Student Learning Assessment Plan as part of the IAFS’s 3-year assessment plan (in development). But, in summary, the following from CU Boulder institution-level goal map have especially strong coverage by IAFS’s PLOs (listed in parentheses):

- Critical & Creative Thinking (*IAFS PLOs 1, 2 & 3*), Communication (*IAFS PLOs 4 & 3*), Inquiry (*IAFS PLOs 1, 2 & 3*), Evidence-Based Analysis (*IAFS PLOs 1, 2 & 3*), Information Literacy (*IAFS PLOs 1, 2 & 3*), Cultural Diversity (*IAFS PLOs 2, 3 & 5*), Teamwork (*IAFS PLO 4*), Problem Solving (*IAFS PLOs 1, 2 & 3*), and Civic Engagement (*IAFS PLO 4*).
Assessment Planning and Future Reporting (2019-2026)

The IAFS assessment plan is currently under development in Fall 2019. The program recognizes the value of implementing a formal assessment plan for measuring student learning and is actively engaged in the process. The plan, which is on-track and on-time so far, is to have a completed 3-year assessment plan by mid-Spring 2020.

To date, this includes key milestones in our progress: the new PLOs described above, curriculum mapping, and the development of a timeline for assessment of the PLOs over the next 3 years (see table below). Please note that each PLO will be assessed once in the next 3 years, including a direct measure of student learning, for a total of twice prior to the next review cycle.

<table>
<thead>
<tr>
<th>Program Learning Outcome (PLO)</th>
<th>Reporting Schedule</th>
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<tr>
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<td>AY20-21 (Y/N)</td>
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<tr>
<td>1 Understand and examine fundamental issues, interdisciplinary theories, and approaches to the study of international affairs</td>
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<tr>
<td>2 Analyze international challenges from a political, economic, historical and cultural perspective</td>
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<td>3 Consider issues related to a specific geographic region of the world, including historical factors that give rise to regional institutions and processes</td>
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<tr>
<td>4 Communicate, orally and in writing, about international affairs to scholars in the field and to a broader audience, including in other cultural contexts</td>
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<tr>
<td>5 Develop grammar-based proficiency in a foreign language</td>
<td>Y</td>
</tr>
</tbody>
</table>

Certain tasks are still in progress: identifying methods for assessment, defining opportunities for data collection (i.e., courses and assignments), and determining metrics and targets for success. The assessment plan will also be reviewed by the IAFS faculty committee. The assessment plan is an ongoing project that will extend into the Spring 2020 and the coming years.

The draft, in-development template for the IAFS 3-year assessment plan can be found in Appendix 3: IAFS Student Learning Assessment Plan.