

Program Assessment Plan
 American University
 Academic Program: SIS: International Development - MA

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Contact Person for Gay Young

Assessment:

Unit's Primary Department: Intl Development

COLA Reader -1: Kimberly Cowell-Meyers

COLA Reader -2: Betsy Cohn

Learning Outcome: Major Schools of Thought

Students are able to describe and distinguish among the major schools of thought in International Development and be able to apply these theories to explain International Development phenomena.

Outcome Year: 2009-2010

2010-2011

2011-2012

Start Date: 11/12/2010

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Indirect: In the annual student exit survey, students will respond to a question on how well they have been prepared by the program to be able to fulfill this learning outcome. Question as it appears in the survey: How well has the ID Program prepared you in the following core competencies: (1-poorly; 7- Very Well) Ability to describe and distinguish among the major schools of thought in international development. Ability to apply theories to explain international development phenomena. Measure Type: Survey	75% of students respond with a score of Very Well (7) or Well (6) that the program has prepared them in this core competency	Review Spring 2013/2016	Yes
Direct: Relying on a random sample of final papers from SIS 637: International Development, faculty will assess students' ability to describe the major theories of international development and apply them to real world examples. Measure Type: Final Paper/ Final Project	85% of students are able to exhibit basic knowledge of major theoretical perspectives.	Review: Spring 2013/2016	Yes
Relying on a random sample of final papers from SIS 637: International Development, faculty will assess students' ability to describe the major theories of international development and apply them to real world examples. Measure Type: Written Assignment	85% of students are able to exhibit basic knowledge of major theoretical perspectives.	Review next Spring 2013/2016	Yes

Learning Outcome: Research Projects

Students are able to develop and execute research projects that integrate theory and empirical evidence and develop analytical skills.

Outcome Year: 2010-2011

Start Date: 11/12/2010

Outcome Status: Active Learning Outcome

Assessment Plan

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Direct:</p> <p>Relying on a random sample of papers, faculty will assess quality of student work on their SRPs and practica in terms of:</p> <p>1) establishing a clear research question. 2) applying research methods and principles to an in-depth undertaking. 3) relating research findings to major themes in both the ID field and in the area of concentration.</p> <p>Measure Type: Written Assignment</p>	<p>80% of students demonstrate an ability to satisfactorily apply research methods and findings to major themes in international development and their concentration.</p>	Review Spring 2014/2017	Yes
<p>Indirect:</p> <p>In the annual student exit survey, students will respond to a question on how well they have been prepared by the program to be able to fulfill this learning outcome.</p> <p>Question as it appears in the survey: How well has the ID Program prepared you in the following core competencies: (1-poorly; 7- Very Well) Ability to develop and execute research projects</p> <p>Measure Type: Survey</p>	<p>75% of students respond with a score of Very Well (7) or Well (6) that the program has prepared them in this core competency.</p>	Review Spring 2014/2017	Yes

Learning Outcome: Professional Skills

Students demonstrate selected professional skills (e.g. analyzing policy issues, writing project proposals, giving presentations)

Outcome Year: 2011-2012

Start Date: 04/04/2012

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Direct:</p> <p>Faculty will assess department course syllabi to check that they include exercises to hone selected ID professional skills such as memo writing, consulting work for organizations in the field, presentations, writing skills, management skills, proposal writing, policy advice exercises and case studies.</p> <p>Measure Type: Other</p>	<p>75% of syllabi include exercises that hone professional skills such as memo writing, consulting work for organizations in the field, presentations, writing skills, management skills, proposal writing, policy advice exercises and case studies.</p>	Review Spring 2012/2015	Yes
<p>Using the annual student exit survey, students will respond to a question on how well they have been prepared by the program to be able to fulfill this learning objective.</p> <p>Question: How well does the ID program curriculum match its claim to be a professional program that provides students with the highly practical tools / skills needed to be successful in the field of International Development? (1-very poorly; 7- extremely well)</p> <p>Measure Type: Survey</p>	<p>75% of students respond with a score of Very Well (7) or Well (6) that the program has prepared them in this core competency.</p>	Review Spring 2012/2015	Yes

Learning Outcome: Proficiency in Literature

Attain a professional proficiency in the literature derived from their core and concentration courses.

Outcome Year: 2010-2011

Start Date: 11/12/2010

Outcome Status: Archived Learning Outcome

Learning Outcome: Communication Skills

Develop their writing and speaking skills so they can clearly and effectively convey their knowledge.

Outcome Year: 2010-2011

Start Date: 11/12/2010

Outcome Status: Archived Learning Outcome

Learning Outcome: Concepts and Methods

Show insightful understanding of basic concepts and methods in the field of International Development.

Outcome Year: 2010-2011

Start Date: 11/12/2010

Outcome Status: Archived Learning Outcome

Learning Outcome: Foreign Language

Speak, write, and read a foreign language.

Outcome Year: 2010-2011

Start Date: 11/12/2010

Outcome Status: Archived Learning Outcome

Learning Outcome: Economic Concepts

Demonstrate an ability, appropriate to the level of economics courses taken, to use economic concepts to help explain the dynamics of development, as well as the limitations of those concepts.

Outcome Year: 2010-2011

Start Date: 11/12/2010

Outcome Status: Archived Learning Outcome