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

Contact Person for Assessment:
Gay Young

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

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Target</th>
<th>Schedule/Cycle</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirect:</td>
<td>75% of students respond with a score of Very Well (7) or Well (6)</td>
<td>Review Spring 2013/2016</td>
<td>Yes</td>
</tr>
<tr>
<td>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)</td>
<td>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</td>
<td></td>
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<tr>
<td>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</td>
<td>85% of students are able to exhibit basic knowledge of major theoretical perspectives. Review: Spring 2013/2016</td>
<td>Yes</td>
<td></td>
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<tr>
<td>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</td>
<td>85% of students are able to exhibit basic knowledge of major theoretical perspectives. Review next Spring 2013/2016</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>

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

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<td>Direct:</td>
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<td>Relying on a random sample of papers, faculty will assess quality of student work on their SRPs and practica in terms of: 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.</td>
<td>80% of students demonstrate an ability to satisfactorily apply research methods and findings to major themes in international development and their concentration.</td>
<td>Review Spring 2014/2017</td>
<td>Yes</td>
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**Measure Type:**
Written Assignment

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 develop and execute research projects

**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 2014/2017 | Yes

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**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

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<td>Direct:</td>
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<td>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.</td>
<td>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.</td>
<td>Review Spring 2012/2015</td>
<td>Yes</td>
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**Measure Type:**
Other

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.

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)

**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 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