



**2021-2022  
ASSESSMENT  
REPORT**

# SCHOOLS

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# CAS

## **GRAPHIC DESIGN BA**

What the unit did:

- The faculty assessed most learning outcomes through portfolio review.
- The faculty assessed LO (relevant information about the project and student's capability of answering questions about a project) through student interview.
- A panel of three faculty members interviewed and reviewed the portfolios of 15 graduating seniors. Students obtained an average score of 3.8.

Result and Use:

- For LO (design solution addressing key areas of design practice) a panel of three faculty members interviewed and reviewed the portfolios of 15 graduating seniors. Four of the students received a score below 3.5. The average score for the group as a whole was 3.7.
- For LO (relevant information about the project and student's capability of answering questions about a project) oral presentation skills this year seem to be hindered by the interview online Zoom format and appear to be especially difficult for those whose First language is not English or those with learning disabilities.
- For LO (work demonstration of conceptual skills), a panel of three faculty members interviewed and reviewed the portfolios of 15 graduating seniors. The average score for this group was 3.72. Only three students had scores below the target.
  - As the admission process at this time could not include Graphic Design programmatic input, the faculty is unable to develop a plan for action, but strongly recommend revising the portfolio review implementation in Admissions.

CAS

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## **STUDIO ART- BA**

What the unit did:

- The faculty assessed all LOs (define and self-direct areas of artistic exploration through preparatory research and creative work and ability to verbally articulate an artistic position and intent) through a capstone portfolio reviewed by three faculty using a rub

Result and Use:

- Of the seven students reviewed by the three faculty members the average score was 4 or a 5 on "articulation of position/intent" and 4 or a 5 on "contextualize artwork"

## ECONOMIC MA

What the unit did:

- The faculty assessed most LOs (apply core economic theories to the analysis of key economic policy issues, ability to solve and explain macro and micro economic models, test economic hypothesis, employ and interpret econometric models, solve economic model mathematically) through instructor's report and final exam, and projects to evaluate how confident graduate student feel about their mastery of the learning objectives.

Result and Use:

- 65% of on campus students and 85% of online students meet or exceed expectations on their ability to **communicate** the results of an economic analysis. Similarly, 85 percent of on-campus students and 90 percent of online students meet or exceed expectations on applying core economic theories to the analysis of key economic **policy issues**.
- Faculty of ECON-600 and ECON-601 will be surveyed on the degree to which their courses include policy analysis.
- Faculty will continue to encourage students to have a topic and a vision of an empirical study prior to starting ECON-680 Capstone experience.
- The instructor of ECON-624 will pilot requiring an original research paper in ECON-624.
- The department provided an opportunity for students to voluntarily enroll in the math bootcamp in Spring 2022.
- The faculty will revise curriculum of 2022-2023 online courses.

## **BIOLOGY BS**

### What the unit did:

- The faculty assessed LO (informational literacy) through a practical exam administered to BIO- 320 and a survey given to biology majors asking them whether they felt they had learned to find and access primary scientific papers and reviews using online resources.

### Result and Use:

- The students have met the target. Three exam questions asked students to categorize a scientific paper presented to them, to comment on whether the paper would be appropriate to cite for a lab report, and to use proper in-text citations. On these questions, the students scored 92.5 (+/-26.7) %, 98.1 (+/-13.7) % and 81.1 (+/-20.2) %, respectively

## **CLINICAL PSYCHOLOGY PHD**

### What the Unit did:

- The faculty assessed LO (evaluation of research issues) through the research review exam that focused on evaluating research conducted by first-year students after the completion of the psychology course.
- Similarly, the faculty assessed student's ability to be competent clinician and researcher by conducting Oral Specialty Comprehensive Exams and Annual Evaluations were also used to assess LOs.

### Result and Use:

- Only one in three students met the target to write a critical review of a research report. The instructors will use the result as feedback to bolster coverage of the statistical analysis skills. Similarly, the result will be presented to research advisors who can assist their advisees in the skill of critical evaluation of research by involving them as assistants when they complete editorial reviews of manuscripts submitted to journals.
- All students who applied for internship in AY 2021-2022 passed the specialty comprehensive exam.
- 20 out of 22 evaluated making satisfactory progress in Annual Evaluation of Graduate Students conducted by the Clinical Faculty Advisory Group on their research expertise. The faculty will continue to work to refine our advising procedures and interim goals set for students in order to minimize the number who are delayed by their research progress.

## HEALTH PROMOTION BS

What the unit did:

- The faculty assessed most learning outcomes through internship.
- The faculty assessed student's ability to translate research and theoretical health concepts into practice through oral and written exams.
- The faculty assessed student's ability to create a multi-pronged evaluation strategy through final paper in HLTH 410.

Result and Use:

- 100% of students met the objective to plan a health promotion program in AY 2021-2022. In regard to this objective, the faculty will conduct DHS departmental tracking.
- The faculty conducted meeting in October 2022 dedicated to discussing curriculum learning outcomes in the undergraduate programs in Health Promotion and Public Health. The faculty will inform curriculum committee regarding any changes in curriculum.
- 100% of students met the objective to demonstrate scientific knowledge in the areas of wellness, nutrition, exercise physiology, psychology, and stress management.
- 100% of students met the objective to create a multi-pronged evaluation strategy for assessing health promotion program effects. The faculty will focus on DHS data for monitoring the major and supporting growth



**What the Unit did:**

- The faculty assessed LO focused on ‘evidence-based approaches to public health practices’ through a capstone survey and presentation by students in PUBH 340 demonstrating their ability to identify the appropriate epidemiological methods and calculation of measures of association.
- The faculty assessed most LOs (*‘legal, ethical, economic and regulatory dimension of health care’, ‘cultural differences among populations from diverse background’, ‘describing underlying science of human health and disease’, ‘fundamental characteristics and organizational structures of the US health system’, ‘history and philosophy of public health’, ‘methods and tools of public health data collection’, ‘fundamental concepts and features of project implementation’*) through capstone survey question, exam, assignments, and short essays.

**Result and Use:**

- 100% of students met the objective to apply evidence-based approaches to public health practice in AY 2021-2022.
- In AY 2021-2022, 95% of students met the objective to appraise cultural differences among populations and interact sensitively, effectively and professionally with persons from diverse backgrounds.
- In AY 2021-2022, 84% of students described the basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles effectively.
- In AY 2021-2022, 97.5% of students met the objective of utilizing the fundamental concepts and features of project implementation, including planning, assessment and evaluation.
- In AY 2021-2022, 95% of students successfully utilized the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.
- In AY 2021-2022, 97% of students successfully identified, explained and utilized the methods and tools of public health data collection, its use and analysis.
- 100% of students met an objective of identifying and explaining the socio-economic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.
- 98.5% of students met the objective of explaining the history and philosophy of public health as well as its core values, concepts and functions across the globe and society.

## STATISTICS MS

What the Unit did:

- The faculty assessed all LOs through evaluation of student presentation on statistics projects at the end of the semester.
- The faculty assessed the LO focused on a description of a statistical problem through a comprehensive exam.

Result and Use:

- The faculty learned that most students have provided a good discussion of their result.
- With the help of advisor, most students have provided a good derivation of statistical problem.
- Four graduate statistics students gave talks on their internship and research projects. The seminar was attended by several statistics faculty, in-person and online, who evaluated their presentations based on the following criteria: Topic and Purpose, Content, Presentation, and overall. The statistics faculty utilized a detailed rubric developed during the 2012-2013 academic year that used four levels for evaluation: exemplary, proficient, satisfactory, and needs more work.
- The faculty are satisfied with the presentation of all students especially those who were in China as they had several hours difference from the US.
- The department's strength continues in the area of Topic and Purpose, and Presentation. Students have learned how to clearly state statistical problems, provide references, and define a project along with the specific purpose of the project.

## **LATINX STUDIES BA**

### What the unit did:

- The faculty evaluated LO1 (use intersectional comparative ethnic studies methodologies) through writing assignment.
- The faculty assessed LO2- students' ability to engage with method and approaches across the course disciplines through capstone and final paper.
- The faculty evaluated LO3 (analyze appropriate sources and apply theory to practice) capstone/paper

### Result and Use

- For LO1, the syllabi contained numerous samples of writing assignment that encouraged students to engage in multiple revision cycles throughout the semester.
- Students met target for LO2. Syllabi for this LO reflect interdisciplinary readings and activities that range from qualitative social science, to history, theory, and creative practice.
- For LO3, the action plan is being developed. The number of response (3) received is too small to be assessable. The faculty will share result with the department. The faculty is reconsidering when and how to administer the exit survey to receive meaningful results.

## **LANGUAGE & AREA STUDIES BA**

What the unit did:

- The faculty evaluated LO1 (demonstrate an understanding of products, practices, and perspectives of the culture) through the final paper/ final project and oral proficiency interview..
- The faculty assessed students' ability to ability to effectively navigate both the library and online research tools through research papers.
- The faculty evaluated LO3 (to understand and interpret written and spoken language ) through oral proficiency interview.

Result and Use

- ☐Students in all language programs met the appropriate ranking for oral proficiency and on their final papers/project.
- ☐The breakdown for Spring 22 was as follows for students completing the oral component of the senior capstone: Russian (1 student) - 80%, Arabic (1 student) - 95.4%, French (1 student) - 95%, and Spanish (4 students) - 84.1% average.
- ☐The breakdown for Spring 22 was as follows for students completing the final paper/project component of the senior capstone: Russian (1 student) - 82%, Arabic (1 student) - 87%, French (1 student) - 95%, and Spanish (4 students) - 89.3% average.
- ☐The faculty is using assessment as an ongoing record of student success in capstones which is the culmination of work in one's program.

# KSB: FINANCE BS

## WHAT THE UNIT DID

- The faculty assessed LO 1 (financial valuation techniques) through problems chosen from exams given in core BSF courses.
- The faculty assessed students' ability to demonstrate an understanding of the purpose and characteristics of evolving financial markets (LO2) through multiple choice questions, short answer questions and exams.
- The faculty assessed LO 3 (teamwork and financial analyses) through case reports evaluated by an independent faculty member and presentation.

## RESULT AND USE

- 96% of students met or exceeded expectations from successfully obtaining LO1.
- 75% of students met or exceeded expectations of achieving LO2.
- For LO3, All students met or exceeded expectation.
- The steps faculty will take further in 2021-2022 session is not clear.

# TAXATION MS

## WHAT THE UNIT DID

- The faculty assessed LO1 (proficiency in analyzing proposed and completed transactions) through case analysis, ACCT 751 – Seminar in Business Tax Planning.
- The faculty assessed student's proficiency in tax research skills through case analysis and homework questions.
- The faculty assessed students' proficiency in federal, state and local, and international taxation through exam questions, homework assignments, and case analysis.

## RESULT AND USE

- Students met the target in demonstrating proficiency in analyzing proposed and completed transactions to determine the tax consequences. 100% of respondents answered at least 60% of the questions correctly in ACCT 751.
  - There are no specific recommendations for improving student performance.
- Students met the objective to demonstrate proficiency in tax research. The ACAC concluded that the evidence indicates that the learning goals of the MST program are being met and have no specific recommendations for improving student performance.
- Students met the target (LO3). No specific recommendations are proposed for improving student performance.

# KSB: BUSINESS ADMINISTRATION- MBA

## WHAT THE UNIT DID

- The faculty assessed LO1 (apply quantitative information, tool, and method in solving business problems), LO2 (demonstrate a foundation in each of the functional areas of business,), LO4 (demonstrate effective group dynamics), and LO6 (understand the global environment in which business operates) through an exam which consists of 5 multiple choice questions that cover strategic business knowledge concepts from nine MBA courses.
- The faculty evaluated LO3 (ability to lead diverse teams) through written assignments and oral communication assessment.
- The faculty assessed students' ability to identify different leadership styles and demonstrate their ability to work in a diverse team (LO4) through peer evaluations for a group project.

## RESULT AND USE

- For LO1, 83% of full-time MBA students scored 60% or higher on the exam. The results are improved compared to AY 2020-2021 where only 76% of respondents met the target. The faculty members have revised LO1 and submitted new or revised questions to assess it.
- For LO2, 68% of FT MBA students scored 60% or higher in the exam. These assessment exam results are an improvement on the results for this LO in the previous assessment cycle (AY 2019-20) when 56% of respondents met the target. MBA Core Faculty will monitor course material covering this LO, and reexamine the questions included on the exam for clarity and relevance and for correlation with learning objectives and other potential issues.
- In AY 2021-22, 100% of Online MBA students met or exceeded LO3.
- For LO4, 100% of Full Time and 97% of online MBA students scored 60% or higher on the exam.
- 100% of Online MBA students met or exceeded LO5 by scoring 85% (B) or higher in peer-assigned team scores.

## SIS: INTERNATIONAL DEVELOPMENT MA /DEVELOPMENT MANAGEMENT- MS

### WHAT THE UNIT DID

- The faculty assessed LO1 (use of economic concepts to help explain the dynamics of development) through test.
- The faculty assessed students' professional skills through papers.

### RESULT AND USE

- The average score in the class quizzes was 83.8%. The result of the assessment for LO1 is reassuring. The faculty will take assessment approach into consideration for future assessments.
- In one section 4/5 (80%) of students were found to be sufficient or better in demonstrating selected professional and communication skills whereas in another section 2/5 (20%) of students demonstrated the same skills. The faculty will be deliberate in their approach and assure that the learning outcomes they have defined are reflected in the exercises they assign



# SIS INTERNATIONAL AFFAIRS: INTERNATIONAL ECONOMIC RELATIONS- MA

## WHAT THE UNIT DID

- The faculty assessed students' ability to master basic facts and concepts in international trade and financial relations through the final tests.

## RESULT AND USE

- The exams scores ranged from a low of 56% to a high of 100%, with nine of 16 students scoring more than 80% and two scoring less than 70%. If the faculty were to make an improvement in the test itself as a tool for assessment, they would convert the questions from multiple-choice to short-answer format.

## SIS INTERNATIONAL SERVICE- MIS (BOTH FACE TO FACE AND ONLINE)

### WHAT THE UNIT DID

- The faculty assessed LO1- students' ability to apply holistic and interdisciplinary approach to international affairs and international service through research paper assignment.
- The faculty evaluated students' ability to understand social science research and evaluate evidence, its sources, and meaning through social science research methodology/economic electives.

### RESULT AND USE

- Based on the assessment, LO1 has been found to meet its Critical and Creative Thinking learning outcome overall. However, there are some specific areas that need improvement.
  - The program will investigate ways to enhance the ability of students to apply a holistic and interdisciplinary approach to international affairs and international service, demonstrate openness to ideas and actions, master the evaluation of evidence and its sources, meanings, and intentions, and identify and explain the ethical dimensions of professional conduct and practice.
- The collected data shows that students overall display consistently high levels of performance in their Social Science Research Methodology and Economics courses across courses, program tracks, and modalities, pointing to a strong level of understanding of the issues involved in these fields.
  - The program will investigate options for removing obstacles for students to take SISG-774 Understanding Global Econ/Mkts as their economic requirement.
  - - The program will investigate the opportunities for expanding non-quantitative course offerings in the online program.

# SIS INTERNATIONAL AFFAIRS: NATURAL RESOURCES AND SUSTAINABLE DEVELOPMENT MA

## WHAT THE UNIT DID

- The faculty assessed most LOs (describe and distinguish different schools of Global Environmental Politics (GEP), process substantive knowledge of GEP, deploy appropriate methods to execute research projects, practical skills for policy-making and verbal and written communication through final research paper and practicum).

## RESULT AND USE

- Of 8 NRSD students across 2 sections of SIS 660 in Fall 2020, 100% (8/8) were found to be sufficient or better in processing substantive knowledge of Global Environmental Politics and within a subfield.
- Overall, students did well in developing and demonstrating substantive knowledge in this course. Four of the ten papers reviewed revealed that the students who wrote them achieved the highest mark for at least three of the four criteria, and some showed exceptional maturity and sophistication.

# SPA: PUBLIC ADMINISTRATION & POLICY - MA (ONLINE)

## WHAT THE UNIT DID

- The faculty assessed all LOs through exit surveys with every graduating student about the degree to which they have acquired relevant skills and dispositions.

## RESULT AND USE

- For B1271 online course, students who collaborated in teams received among the highest scores, namely 4.7 out of 5, so well above the targeted 4 out of 5. Only two students do not express confidence (i.e. scores of 1, 2, or 3)
- Comparing survey results before and after Su2020 - marking the summer of racial unrest - both Black and White students are somewhat less satisfied with our "climate of inclusion" and "DEI support". The findings suggest that students of color may need better/different support to enhance their career prospects, so that their placements are more aligned with their high satisfaction with outlooks.

# SPA: PUBLIC POLICY MPP

## WHAT THE UNIT DID

- The faculty evaluated the students' ability to meet the learning outcomes of the MPP curriculum, which included demonstrating qualitative and quantitative analysis, blending analytical, contextual, social, ethical, and substantive skills, and taking a comprehensive approach to policy analysis. This evaluation was conducted through various methods such as exit surveys and practicum courses where students analyzed real policy issues facing public or nonprofit organizations. Additionally, students were presented with real-world problems and asked to offer an analysis of the problem and potential alternatives within a 48-hour project.
- The faculty assessed LOs (ability to apply appropriate key elements of MPP curriculum, incorporate a broad flexible set of conceptual approaches for conducting the analysis, incorporate data analysis) with a final practicum group project using common rubric.

## RESULT AND USE

- Assessment results show a strong command of the learning outcome (mastery in applying the key elements of the MPP curriculum), with consistently high scores over time. Three out of four elements scored 5.5-6 out of 6 points, and the fourth scored 4 out of 6 points. This year's aggregate score of 21 out of 24 represents a slight improvement over last year and falls within the mean and median level of assessment scores since 2017-18. The faculty will share the outcome in the annual assessment meeting in October 2022.
- The assessment outcome of LO (ability to incorporate a broad, flexible set of conceptual approaches) shows a satisfactory command of the learning outcome, with a minor decline compared to the previous year. Two out of three elements of the LO scored 5 out of 6 possible points, while the third scored 4 out of 6 points.
- The assessment results demonstrate excellent mastery of LO (incorporating an understanding of relevant client contexts), with scores of 6, 5.5, and 6 assigned out of 6 possible points, and an overall score of 17.5 out of 18 possible points, the highest assigned score since 2017-18.
- The faculty will maintain a close watch on these outcomes, particularly as they prepare for a NASPAA self study in the upcoming year.

# SPA: POLITICAL SCIENCE BA

## WHAT THE UNIT DID

- The faculty evaluated LO1— applying knowledge and skills through assignments in internship classes using a five-point scale rubric.
- The faculty analyzed LO2 — to interpret and evaluate political science research through using a research project using a rubric with ten items and three values for nine of the prompts where 1 is “exceeds expectations,” 2 is “satisfactory/meets expectations,” 3 is “needs improvement”
- The faculty evaluated LO3 and LO4— the demonstration of critical thinking through writing and understanding of key theories, concepts, and issues by reviewing a sample of senior portfolios containing 2-4 papers from 300-400 level courses.
- The faculty evaluated LO5— students’ ability to demonstrate oral presentation skills through Govt 310 course where each student is required to conduct a research project.

## RESULT AND USE

- Assessment result shows that a target was met in achieving LO1. Students performed well on the prompts related to application.
- For LO2 — out of 56 students or groups evaluated, 41 (73%) scored less than a 2 on the 6 rubric items, falling slightly short of the goal. However, the average score for all six items was less than a 2, surpassing the goal. The faculty will take a few cycles to determine how well the assessment works before they can make changes to the program.
- For LO3 and LO4 — the faculty initiated a thorough departmental discussion regarding the future of the capstone and have decided to revise their communication with students when requesting their work to align with the updated capstone requirement language of the AU Core, which differs from our previous "portfolio" terminology.
- 53/56 students (95%) performed satisfactorily, thus greatly exceeding LO5 goal.

# SOC COMMUNICATION STUDIES

## WHAT THE UNIT DID

- The faculty assessed students' ability to 'acquire strategies and methods for conducting quantitative research about media and communications' through six capstone papers using a rubric to guide the review.
- The faculty assessed LO (Cultivate relationships with leaders and decision-makers) through internship placement.

## RESULT AND USE

- 2 capstones were judged as very good or excellent overall on the research component. Faculty intend to emphasize the connections between the material in the research methods course and the capstone as evidenced in their capstone projects. The intention is to evaluate a separate set of capstone projects in AY 2022-23.
- 15 students enrolled in a communication studies capstone expressed appreciation for having had the opportunity to complete a detailed and challenging research project. The expectation is that a similar focus group will be undertaken in Spring 2023, with an eye toward reassessing the strength (or effectiveness) of connections between the research methods class and capstone

# SOC: JOURNALISM - BA

## WHAT THE UNIT DID

- The faculty assessed most LOs (articulate the role of journalism, demonstrate the skills and decision making, embody diverse and inclusive values, practice the core values, and synthesis complex issues) through portfolio and journalism capstone.
- The faculty assessed Los (Explain values, customs, laws, and practices and news writing and news consumption) through curriculum review.

## RESULT AND USE

- Based on 11 students in the Fall 2021 semester: 54.5% of students said the BA in Journalism is meeting expectations. 27.2% said it exceeded expectations. The faculty wants to launch a discussion about curriculum reform.
- To enhance the success of students from achieving diverse and inclusive values in journalism and complex issues for public dissemination, the faculty conducted measurement plan in Spring 2022 semester.



# SOC: FILM & MEDIA ARTS- BA

## WHAT THE UNIT DID

- The faculty assessed LO1- students' ability to comprehend visual media production through an annual competition which is judged by faculty and outside reviewers who are professionals in their field.
- The faculty evaluated student's ability to think critically and to understand the trends in the film and digital media industry via two courses COMM413/613 and COMM 524 which are focused on fiction and non-fiction projects.

## RESULT AND USE

- Although the Visions Judging Assessment uses the 1 through 5 average, rather than 1 through 10. In extrapolation, the total averages for AC1 is 8.14 and AC2 8.28, which is statistically similar to the Direct Assessment averages.
- Both classes- COMM413/613 and COMM 524 were assessed positively. COMM 524 scored higher both in qualitative and quantitative assessments.

# SOC/ CAS: GAME DESIGN - MA

## WHAT THE UNIT DID

- The faculty assessed all LOs (design creative and effective solutions, develop effective game with 1 or more development environments) through CREATIVE project in GAME-615 - Game Development I, GAME-625 - Game Development II, GAME-625 - Advanced Game Development, and COMM-702 (thesis project)

## RESULT AND USE

- The faculty concluded that the games had been developed using industry-relevant engines such as Unity 3D, Twine, and Fungus, which are commonly used professional tools in the gaming industry. This aligns with the anticipated learning objective for the capstone project, and the faculty acknowledged this as an expected outcome. However, they plan to monitor future COMM-702 capstones to ensure that this objective continues to be met.

## **SOE: EDUCATION POLICY AND LEADERSHIP MED**

### **WHAT THE UNIT DID:**

- The faculty assessed students' ability 'frame problems and critically analyze education policies and leadership strategies' through policy memo.

### **RESULT AND USE**

- Students demonstrated a strong performance on the assessment rubric. However, the faculty determined that the assignment did not have the focus on the program's equity priority.
- Students will now complete the common assessment on a single topic (determined based on a relevant national policy issue) as determined by the EDU 634 faculty each semester.
- For the Spring 2022 semester and future semesters, students will complete the common assessment focused on Pre-K/ Early Childhood Education—with a specific lens toward the Build Back Better Plan proposed by the Biden Administration.

# SOE: TEACHER EDUCATION PROGRAM (BA, MA, MAT)

## WHAT THE UNIT DID

- The faculty assessed LO1 (recognition of beliefs, values and practices along with the structures, policies and institutional systems) through writing assignment.
- The faculty assessed student's ability to demonstrate professional development analysis of teaching practice through edTPA (performance portfolio) using rubric (externally scored- valid and reliable)

## RESULT AND USE

- For LO1, 8/13 candidates received a perfect scores and 5/13 candidates received a score between 21-29. The TE program will develop new directions and rubrics for this assignment. If there are any individual candidates concerns, related to this assignment, the faculty will make an appropriate intervention/support plan.
- The program recognizes that this is a new capstone assessment and will take time to implement effectively for candidates. The faculty will continue to monitor the program assessment data over time to look for trends.

## SOE: INTERNATIONAL TRAINING AND EDUCATION MA

### WHAT THE UNIT DID

- The faculty evaluated LO1 (students' ability to articulate theoretical approaches underlying comparative and international education) through written assignments in EUD 611 and EUD 698 courses.
- The faculty assessed LO2 (interpret quantitative data) through exams and homework assignments using statistical reasoning and problem-solving.
- The faculty evaluated students' ability to plan, conduct, and create international education research, training designs, and/or curricula through project/capstone assignment.

### RESULT AND USE

- For LO1, 80% received a B+ or higher on the first written assignment, while only 3/5 received a B+ or higher on the second assignment. The faculty plans to reinforce the initial stages of literature review, specifically book analysis, by offering more support through in-class discussions that aid students in creating unique arguments and using suitable evidence to back their points. Additionally, the faculty aims to provide writing workshops on paper and literature review writing, which will be conducted by the Writing Center at AU during the initial weeks of the course.
- 100% of students received a "satisfactory" or above on a final research project rubric that measures key quantitative and qualitative skills for LO2.
- All 7 students in the 2021-22 capstones ( received a "satisfactory" or above on their capstones.

## WCL: LEGAL STUDIES- MA (ONLINE)

### WHAT THE UNIT DID

- The faculty assessed some LOs (understanding the framework of the US legal system and identify and apply basic legal terminology) through four multiple choice quizzes throughout the term.
- The faculty assessed student's ability to interpret and draft policies, procedures and contracts through drafting an outline of compliance plan in weeks 6-8 of the course.
- The faculty assessed LO (collaboration with lawyers and lawmakers) through negotiation exercise.

### RESULT AND USE

- Students have demonstrated their understanding of the US legal framework. The faculty have decided that they do not need to iterate Intro. to Courts and Law.
- The students have been doing well on the legal terminology exam. Therefore, the faculty will not iterate the course.
- Based on students' completed policies, they have shown that they have learned how to draft. The faculty have reorganized the course and created new assessments.