I. Department/Program Information

<table>
<thead>
<tr>
<th>Department / Program Name</th>
<th>Name of Department Chair or Program Director</th>
<th>Annual Report for Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSICS - MAICS &amp; MA MISSIONS</td>
<td>Douglas Hayward</td>
<td>2012-2013</td>
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</tbody>
</table>

II. Completed Assessment Activity Information

List the Student Learning Outcome(s) Assessed this Year
Outcome 3: Produce written studies and reports manifesting their familiarity with the analytical and research tools available (particularly in the social sciences) and demonstrating their ability to assess and adapt their objectives and activities to the cultural realities of their working environment.

Describe the Student work collected to evaluate the outcome
Students were asked to write a 15 page paper as a comprehensive exam at the end of their course work.

<table>
<thead>
<tr>
<th>Total Number of Assignments Collected:</th>
<th>Number of Collected Assignments Evaluated:</th>
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<tbody>
<tr>
<td>7 in Dec 2012</td>
<td>13</td>
</tr>
<tr>
<td>6 in May 2013</td>
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If only some assignments were evaluated, please explain why, and the selection process
n/a
### Evaluation Process

*Please explain how the student work was evaluated and by whom. Attach to the completed form copies of any rubrics or other evaluation materials used*

Each student was asked to write answers to three questions. Each question was read by one reader. Readers were professors of the classes student chose to be evaluated upon, and/or by a core member of the faculty of the CSICS. See attached guidelines for grading papers.

### Summary of Results

*Please include a description, using percentages and mean scores, of the major findings from the assessment activity. Data or charts may be attached*

Grades are given in three categories: Outstanding, pass, fail. With 13 students receiving three grades each here are the outcomes of their grades: 5 outstanding, 34 pass.

### Conclusions

*Please describe the faculty’s consensus on what the results indicate about the students’ attainment of the learning outcome. Explain any strength or weakness suggested about the curriculum*

The director of the MA degrees met with the graders to discuss the outcomes. Faculty consensus was a sense that student’s are indeed able to take courses that will serve their future careers and that they are able to apply the principles learned in these classes to real life situations.

### Methods Used for Sharing Assessment Information

*How and when was information shared with the faculty? How was assessment data used to inform decisions and changes in curriculum? Where are records of these discussions archived?*

The director of the MA degrees met with the graders on individual basis to discuss findings, and brainstorm possible changes to curriculum content.

### Curricular Changes Resulting From Conclusions Drawn Above

*Please describe the changes and/or improvement planned as a result of your analysis*

None suggested at this stage.
### Is the mission, student learning outcomes or the curriculum map changing?
No

If yes, please describe the change

### III. Assessment Activity Plan for Next Academic Year 2013-2014

All of the items in this section are about the assessment activity the department/program plans to complete during the next academic year.

<table>
<thead>
<tr>
<th>List the Student Learning Outcome(s) to be Assessed</th>
<th>Outcome 1: Demonstrate an understanding of principles for successful living and working in environments and cultures different from their own.</th>
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</thead>
<tbody>
<tr>
<td>Describe the student work to be collected for assessment</td>
<td>Same as this year – comprehensive exams</td>
</tr>
</tbody>
</table>

### IV. Follow Up on Previous Years (2011-12) Recommended Program Changes

<table>
<thead>
<tr>
<th>What curricular change was implemented?</th>
<th>Was new data collected after this change? Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
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</tbody>
</table>

Has there been any observable impact on teaching or learning? If so, describe.

n/a

If no data was collected, when will new data be collected and evaluated?

End of next academic year.