

**College of Letters and Science
Annual Survey and Report of Departmental Assessment Practices**

Please return to: Associate Dean Herbert Wang by May 25, 2001
c/o Associate Academic Planner Elaine Klein
307 E. South Hall, 1055 Bascom Mall, Madison WI 53706

Department Name: International Studies

I. Assessment Plan

- Q1. The department has an assessment plan for the undergraduate program. Y N
- Q2. The department has an assessment plan for the graduate program. Y N
- Q3. The assessment plan/s is/are linked to the departmental mission. Y N

Please identify the types of tools in the assessment plan(s); if possible, indicate the academic years in which they have been or are intended to be employed:

Tools used to directly assess student learning:	Undergraduate Program	Graduate Program
National Exams		
Local Exams		
Capstone Courses		
Embedded Testing		
Student Portfolios		
Theses, Dissertations		
Performance Evaluations		
Pre & Post Testing		
Tools used to directly assess student learning:	Undergraduate Program	Graduate Program
Student Surveys	✓ 2000	
Exit Interviews		
Alumni Surveys	✓ 1998	
Employer Surveys		
External Reviews	✓ 2000/1999	

Q5. Of the tools used to **directly assess student learning**, which provide the **most** useful information?

external review

Q6. Of the tools used to **directly assess student learning**, which provide the **least** useful information?

Q7. Of the tools used to **indirectly assess student learning**, which provide the **most** useful information?

external review

Q8. Of the tools used to **indirectly assess student learning**, which provide the **least** useful information?

Q9. Please elaborate on any of the responses given above (please attach additional pages as needed).

Please note the nature of the program when evaluating your evaluation. We are hoping to introduce some additional measures in the next year.

From: Elaine KleinE
To: Michael Barnett
Date: 6/13/01 4:42PM
Subject: Re: Assessment Survey - - - International Studies

This is why I asked about the response - I know assessment is skewed toward a traditional departmental structure and wondered if page one of the survey was all that needed to be said for IS (for now), with consideration (and sympathy!) for the challenges inherent in the program and the additional challenges recent years have brought (staff turnover, program changes). I will take those considerations into account as I review survey responses.

And yes, I do hope to advise departments and programs about what may work best for them. This survey is a starting point, to see who is using what tools and structures, and to what effect, so departments with similar needs and concerns might be able to share notes on what works well, or to pool resources, or simply to think of different approaches to the problem. Contrary to the enthusiasm of some assessment gurus, I know that one size does not fit all - - - and it certainly doesn't fit all in this College, nor should this College be made to fit one size or one practice.

My policy is that the best assessment practice for any department or program will arise from a reasonable balance between resources used and information obtained. In that light, surveys and external reviews may be the best tools for assessment in IS. If I find other tools or other systems (pooling resources, assessment grants) that seem promising, I'll be sure to let you know.

Elaine

>>> Michael Barnett <mbarnett@polisci.wisc.edu> 06/13/01 04:08PM >>>
Perhaps we should talk on the phone about this. I actually don't have much more to add from what I submitted a month ago. Please recognize the nature of the IS program. We have no faculty. We have had huge staff turnover over the last two years. We have no budget for assessment activities. All of our classes are taught by other departments (we have no courses of our own). There is no national discipline of international studies. There are some modest things that we can do, but as a virtual program with no resources, no faculty, no discipline, it is really impossible for us to do what the real departments do. This is something that we raised a long time ago; the assessment activities are designed with real departments in mind and need to be flexible when imagining what assessment looks like in this context.

Please don't read this as an attempt to get around assessment. We are committed to finding out, as best we can, how we are doing. But that means constructing measures and tools that are consistent with who we are. Perhaps you have some ideas that might help us.

Michael

At 01:55 PM 6/13/01 -0500, you wrote:

>Dear Professor Barnett,

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>In the course of logging the data from the (first) Annual Survey and
>Report of Departmental Assessment Practices, I found that we only received
>one page of the IS response.

>

>To refresh your memory, that response indicates that you have an
>assessment plan for the undergraduate program and conducted student
>surveys in 2000, alumni surveys in 1998, and external reviews in
>1999-2000. The response also notes that the external reviews were the
>most useful of the "indirect" assessment tools. Last but not least, we
>were asked to consider the nature of the program in evaluating the
>evaluation (so noted!) and that you plan to introduce additional measures
>in the next year.

>

>While that may cover everything, would you mind looking at the rest of the
>survey (attached) and let me know if you might have any response to the
>remaining questions? I simply want to confirm whether the abbreviated
>response is in fact the complete response.

>

>Thank you for your help,
>Elaine Klein

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