

College of Letters and Science
2002 Annual Survey and Report of Departmental Assessment Practices

Please return to Dean Certain by May 24, 2002
 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 — Not relevant

Q3. The assessment plan/s is/are linked to articulated outcome goals for your majors.

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 indirectly assess student learning:	Undergraduate Program	Graduate Program
Student Surveys	✓	
Exit Interviews		
Alumni Surveys	✓	
Employer Surveys		
External Reviews	✓	

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

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?

Student Surveys, external review

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

Alumni Survey

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

II. Assessment Processes

Q10. Responsibility for assessment has been assumed by

an individual
 a committee

If responsibility is delegated to an individual, this person is:

the chair tenured faculty / untenured faculty / academic staff / short term staff / other: _____

If responsibility is delegated to a committee, this group is:

Specially constituted to address assessment of student learning	Y	N
Part of the Curriculum Committee	Y	N
Part of the Executive Committee	Y	N
Part of the Undergraduate/Graduate Education Committee	Y	N
Other: _____		

Q11. The department has requested funds from the University Assessment Council (UAC) to help the department assess student learning.

Y N

If "yes", did the UAC award the department funds?

Y N

Were those funds useful?

Y N

Q12. The department has sought professional assistance to conduct assessment.

Y N

If "yes", from whom has the department has sought professional assistance? (For example, the LEAD Center, the Office of Quality Improvement, the UW Survey Center, etc.)

III. Additional Information

1. Please attach a brief description of any changes in curriculum, advising, or procedures that were the result of your assessment findings so we may include this information in our annual report to the Provost. If your department has received funds from the University Assessment Council, you may attach the assessment report submitted to the UAC in compliance with its funding support requirements.

2. In the interest of streamlining our requests for assessment information, please identify an assessment contact person: Michael Barnett

3. Do you have any suggestions for workshops or learning opportunities in the area of student outcomes assessment?

Thank you for taking time to complete this report.

Please return this report by May 25, 2002.

In response to exit surveys of students and an external review of the program that noted that the program might develop a greater intellectual coherence and communicate that coherence to its majors, the IS program introduced an introductory core course this past year. The first run of that course was a tremendous success on several levels. To begin, the students said that they found the course interesting and intellectually challenging, whetting their interest in international studies. Moreover, the students said that they had a better understanding of what *is* international studies; because this was a major rationale for introducing and requiring this core course, it was gratifying to see that the course succeeded. We are in the process of tinkering with the course in response to student evaluations, and are confident that the course will continue to serve our majors and the broader community of students interested in international studies.

Another pressing issue, one highlighted by an external review, concerned the need for a stable core of faculty involvement. In many respects, the major can only succeed if it gains the active support of faculty. Recognizing that this represents a critical area of need for the major, South Hall and the International Institute authorized a search for two faculty positions in the area of international studies. We searched in the areas of international security and human rights, two areas that exhibit tremendous student demand and that represent core areas of the program. Although our search was unsuccessful, because the needs of the program have not changed over the last 18 months and the interest in these areas has only increased because of 9/11, we expect that we will be authorized to search again this year. We are confident that this search will be successful.