

## **Division of International Studies**

### **Assessment Plan**

### **June 2006**

**Overview.** In the past several years, the campus has engaged in multiple discussions focused on international experiences and curriculum building to advance global competence for students campus-wide. At this time of heightened world tensions, the relevance of international education for deepening cross-cultural understanding has never been more urgent. We need to train globally competent graduates to meet international challenges and build a safer and more secure world.

Discussions have focused on international academic experience, knowledge of regional and global issues, language and culture proficiency and the international dimension of all academic majors, not just in the humanities and social sciences but also in business engineering, law, the health sciences, education and the sciences.

The need for the assessment of overall global competency is recognized and being defined at the school and college level.

1) The College of Agricultural and Life Sciences faculty conducted a year long study that resulted in further definition of several levels of international competence that can be achieved by CALS students.

2) The School of Business faculty discussed and voted in May 2006 that provided that adequate funding can be secured and an appropriate list of exceptions is developed, all undergraduate students will be required to complete an international learning experience from one of these three options: (1) an intensive three week study abroad learning experience; (2) a semester abroad; (3) an international internship.

3) The School of Education faculty is considering a three credit global perspectives requirement that is being formulated as part of the School of Education revamping of the liberal studies requirement and the creation of an optional global studies certificate.

4) The College of Engineering faculty created a Certificate in International Engineering. The certificate is awarded upon a student completing at least 16 credits worth of courses with a primary focus on the language, culture, history, geography, society or institutions of a particular country or region of the world that appears on the list of International Area Studies Courses.

The assessment of student outcomes in specific campus courses is carried out in departments or in programs that offer specific instructional frameworks. The completion of certain majors or certificates demonstrates a level of knowledge in a specific area of the world or an understanding of global issues majors. Examples of such majors include Asian Studies, International Studies and Latin American, Caribbean and Iberian Studies and certificates include African Studies, East Asian Studies, European Studies, Global

cultures, Middle East Studies, Russian, East European, and Central Asian Studies, and South Asian Studies.

**Study Abroad.** International Academic Programs, a unit of the Division of International Studies, offers study abroad program opportunities for students from across campus. Several Schools and Colleges also organize programs that meet the specific needs of their students. Students earn academic credit as though they were in residence for these programs. Assessment of the programs includes:

Program reviews: In addition to feedback based on individual program visits, programs are reviewed by faculty teams on a cyclical basis. The program administration completes a self study, the team reviews written material, conducts a site visit and issues a formal report that is then reviewed and a plan to address the recommendations of the review is issued.

Student evaluations of the program: These are conducted shortly after arrival on site and include evaluation of the orientation period as well as at the conclusion of the program. Grade assessment and Equivalences: Faculty regularly study and review the grades issues overseas in light of grades issued at the UW Madison as well as determining the appropriate UW Madison equivalent to be included on the student's UW-Madison transcript.

Faculty Advisory Committees: IAP operates with the advice of area advisory committees as well as an overall faculty advisory committee. These committees advise on critical issues such as opening and closing program, identify and address issues of academic concern and appropriateness for Madison students.

Re-entry meetings: In the course of these meetings, staff and faculty advisors hear from students about the programs as whole and use the information to make program improvements and to identify dimensions of the programs that need to be addressed to meet the stated goals of the particular program.

### **Initiative in Assessment planned for 2006-2007.**

Language acquisition in study abroad: The Department of German (in cooperation with IAP) is developing a funding proposal to help assess German language acquisition by students over the course of their undergraduate years. This assessment, which will be based on "before" and "after" Oral Proficiency Interviews includes a component assessing language acquisition outcomes for students in our study abroad programs in Bonn and Freiburg. A goal of this pilot study is to test the common assumption that extended periods of study in a target culture (in this case Germany) accelerate second language acquisition.

Internships: The Division of International Studies, in conjunction with several departments, programs and schools and colleges is developing academic internship opportunities for students. These include placements in Washington DC as well as internationally. One of the goals of the next year is to identify appropriate goals and assessment mechanisms for these academic programs.

