**M E M O R A N D U M**

To: Beth Lincoln, Associate Provost  
 Mark Bollman, Chair, Assessment Committee  
 Scott Hendrix, Assessment Liaison for International Studies

From: Yi-Li Wu, Chair, International Studies  
 Midori Yoshii, Assistant Professor of International Studies

Re: Update of assessment activities carried out in Fall 2009   
  
Date: March 15, 2010

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As described in the International Studies Assessment Plan, the IS program is in the process of developing direct and indirect assessment tools. These tools are intended to measure student learning outcomes in the required IS gateway course (INTN 130) and IS capstone course (INTN 370), as well as student learning outcomes over the entire process of completing the IS major.

In past semesters, we piloted assessment questionnaires administered to students in INTN 130 and INTN 370 with the goal of assessing overall changes in individual students’ learning between the time that they take the gateway and capstone courses. In Fall 2009, we began piloting a direct assessment survey in INTN 130 to measure learning specifically in that course. A similar instrument will be piloted in INTN 370 during the Fall 2010 semester.

The methodology of the INTN 130 survey in Fall 2009 and our survey results are described below:

**INTN 130: Introduction to International Studies**   
Based on the catalog description of the IS major and its courses, we can see that there are two main learning goals at the core of INTN 130: (1) students will acquire a solid grasp of the social, political, economic and historical forces at work in the world and (2) students will acquire the ability to identify and discuss concrete examples of the ways that “the world is increasingly interdependent and that many of the challenges to humanity are global in scope.” To measure student learning in these areas, we have developed the following assessment matrix:

**Assessment matrix for INTN 130**

A. Awareness of global scope  
The student is aware that the world is increasingly interdependent and that many of the challenges to humanity are global in scope.

Excellent Good Satisfactory Unsatisfactory  
4 3 2 1

B. Ability to identify and discuss specific examples  
The student is able to demonstrate his/her understanding of cross-cultural, cross-national or transnational phenomena with specific examples.

Excellent Good Satisfactory Unsatisfactory  
4 3 2 1

C. Quality of knowledge  
The student demonstrates depth and breadth of knowledge about the social, political, economic and historical forces at work in the world.

Excellent Good Satisfactory Unsatisfactory  
4 3 2 1

**Assessment tools**  
Points A and B are assessed via in -class student questionnaires. The specific question that will be used to judge their learning is “What international issues are important to you?”

Point C will be assessed by comparing student answers on the mid-term and final examinations. The improvement in their answers over the course of the semester will be used to evaluate and measure increases in the student’s depth and width of knowledge.

We have already calculated student outcomes for points A and B (see below). Student outcomes for point C are still being assessed, and we will have that data available later in the semester.

**Assessment Data and Results (Points A and B)**

INTN 130 Fall 2009

1. Global Scope: Students at the beginning of the semester showed an index average of 1.4 (1 being unsatisfactory, 2, satisfactory, 3, good and 4 excellent) in awareness of global issues and their interconnectedness. At the end of the semester, the index was 2.8, indicating an average 1.4 points improvement.
2. Specific Examples of International Issues: Students indicated an average 2.6 points in their understanding of cross-cultural, cross-national or transnational phenomena.

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **A. Global Scope** | |  |  | **B.Specific Examples** | |  | Before | After | Difference |  |  | |  | 1 | 4 | 3 |  | 4 | |  | 1 | 2 | 1 |  | 1 | |  | 1 | 2 | 1 |  | 2 | |  | 1 | 1 | 0 |  | 2 | |  | 2 | 4 | 2 |  | 3 | |  | 2 | 4 | 2 |  | 3 | |  | 2 | 2 | 0 |  | 1 | |  | 1 | 4 | 3 |  | 4 | |  | 4 | 4 | 0 |  | 4 | |  | 1 | 2 | 1 |  | 2 | |  | 1 | 3 | 2 |  | 4 | |  | 2 | 4 | 2 |  | 4 | |  | 1 | 3 | 2 |  | 3 | |  | 1 | 2 | 1 |  | 2 | |  | 1 | 3 | 2 |  | 2 | |  | 2 | 2 | 0 |  | 2 | |  | 2 | 4 | 2 |  | 2 | |  | 2 | 2 | 0 |  | 2 | |  | 1 | 3 | 2 |  | 3 | |  | 1 | 2 | 1 |  | 1 | |  | 1 | 3 | 2 |  | 3 | |  | 1 | 4 | 3 |  | 4 | |  | 1 | 2 | 1 |  | 2 | |  | 1 | 2 | 1 |  | 2 | | average | 1.4166667 | 2.8333333 | 1.4166667 |  | 2.5833333 | |  |  |  |