Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
International Studies Majors and Minors, 2023-2024

Date: 2/28/2024

Invited: Provost John Chenoweth; Dean Jason Janke (Letters and Sciences); Department Chair/Program Coordinator Margo Kleinfeld/Jonathan Burkham; Dr. Pilar Melero; Audit & Review Team Chair Denise Roseland; Audit & Review team member Bill Miller; Assessment Representative Katy Casey

1) Call to order

2) Introductions

3) Overview of review team evaluation, program comments
   a) The program coordinator, Dr. Burkham, reported an increase in enrollment faster than expected (his count was enrollment increasing to 22 from 11).
   b) He noted the implementation of the new curriculum this fall, including a revised introduction course in the major. This course is now available to all students as a general education elective. The course filled to capacity in fall 23.
   c) Study abroad continues to be a focal point of the program even though it is now optional.
   d) The Department Chair praised Dr. Burkham for his efforts to improve the program by revising the curriculum, and for his significant advising responsibilities, which is challenging for this interdisciplinary program. The department is very supportive of the program and provides resources as needed.
   e) The Review Team chair shared the strengths and areas of improvement noted by the review team's report (see summary below).

4) Discussion of Review Team's evaluation:

   a) Have a strategy to increase majors by 20% per year. What steps will the program take if it fails to meet this goal in Year 1?

   As noted above, the program has already met their enrollment goals for the first year. The program noted the potential impact to their program's enrollment if we recruit more international students to campus.
   The Provost noted that we will likely see an increase in international students in the coming years.
   Regarding support of student travel, the Provost noted there are scholarship funds available for this purpose, and suggested the program have a conversation with the scholarship committees regarding the selection process. He also mentioned there may be options in the fundraising space to support student travel.

   b) What is the long-term process for setting program goals, and how are the advisory board members engaged in that process? Do you consult with external stakeholders? We are interested to learn how to program makes the goal setting and assessment processes a systematic.

   Increase engagement of advisory council – mostly the council is used to discuss assessment work—goals of the program are not always the focus of the meetings because of the amount of assessment related tasks. Dr. Burkham is considering adding additional members to the council, maybe an external member. Discussion ensued regarding the value to including external members in moving strategic priorities forward. In addition, a recommendation was made to consider the value of the advisory council to department and college service. Dr. Melero commented on the success of the Race and Ethnic Studies program in developing an affiliated faculty approach to serving the interdisciplinary program in administrative tasks.

Provost suggested reviewing the curricular pathways from International Studies to International Business, and vice versa, and work collaboratively to meet the needs and interests of students who are interested in the international space.

5) **Recommended Actions**: The evaluation report lists three recommended action (see page 11, point 4) related to engaging the advisory board, work to reestablish scholarships for study-abroad, and enrollment .

6) **Recommended Result**: *Continuation with minor concerns*
   - **Please make use of the detailed comments in the evaluation report (below).**
   - **Please select all applicable boxes and fill in the appropriate year:**
        ☒ **Next FULL self-study will be due to the Dean on October 1, 2028 and to the Assessment Office on November 1, 2028.**

7) Adjourn.

Review team report is attached below, including Recommended Actions and instructions for Progress Reports (if required).

University of Wisconsin-Whitewater
Review of Audit & Review Self-Studies
Undergraduate Programs, 2023-2024

Date of Evaluation _____11/20/2023_____Short Self Study (SS*)_____
Program: **International Studies**   Major ☒   Minor ☐

Evaluations submitted by: Denise Roseland; A Bill Miller; Dennis Kopf; Louis Fucilla; Katy Casey
Review meeting attended by: Denise Roseland; A Bill Miller; Dennis Kopf; Louis Fucilla; Katy Casey

I. General Program Information

1. The program's mission statement reflects the nature and scope

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. The program is aware and reflective of changes affecting improvement since the last review.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
First self-study for the program	0

3. Characteristics of the program set it apart from others when compared regionally and nationally. The unique aspects of the program attract students.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

4. The program has been responsive to actions recommended from the previous Audit and Review Reports; Progress Reports have been submitted, if relevant.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
First self-study for the program	0

5. The program has achieved or maintained program-level accreditation or has considered seeking it, where appropriate.

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
N/A	5

General Comments related to Section I

The program report included clear information about recent program developments. It seems the program has strong leadership and is aware of issues to address student enrollment. They have plans to address many of the issues identified.

There have been great responses to recommended actions from the last A & R report. The assessment calendar and annual reports are a great model for how programs can engage in reflective work related to student outcomes, and the use of data to inform program design & delivery.

1.3 I get distinction between our program and the UW-M's and other programs in UW system BUT I have a hard time saying we have "sufficient evidence" that program can distinguish itself regionally or nationally when we have seen large declines in enrollment. 1.4 IS program has done a good job at responding to recommendations on doing assessment and building steering committee while transitioning to the coordinator role. To not have hammered out a Mission Statement for the program though is problematic.

Notable challenges for interdisciplinary programs. Notable effects on international experience requirements during/after pandemic and travel restrictions. This also affects international students in the program. Updated IS program now requires a minor which seems to be providing more options to students while also allowing for complementary coursework (i.e. world languages)

II. Alignment within the University

1. The program contributes to the fulfillment of UW-Whitewater's Mission and Strategic Plan.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. The program supports general education and/or proficiency programs at the University.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

3. The program is collaborative and supports other academic programs across the College and/or University.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments related to Section II

Good to see that the program has sought and gained GG status for INTRAR 200.

Curricular updates and GG listing of multiple courses. Range of electives int eh degree and now including a minor broadens the pool of courses/departments the students engage with.

III. Program Goals & Accomplishments

1. Program goals and objectives were identified and undertaken to improve/advance the program.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

2. Goals currently in place will contribute to the program's advancement. Criteria for determining success were measurable and attainable.

Sufficient Evidence	2
Some/Partial Evidence	3
No/Limited Evidence	0

3. The program has a process for setting and assessing goals and making decisions about changes to the program.

Sufficient Evidence	1
Some/Partial Evidence	3
No/Limited Evidence	1

General Comments related to Section III

The program described one goal of increasing student enrollment. Two strategies were outlined, and both appear to be a good use of resources. The use of the ISAC group to help formulate goals makes sense. There was not much indication that the process outlined occurs regularly and what future goals, beyond enrollment, are. While I appreciate keeping program goals focused, it is also important to have ideas of how to retain through review of curriculum and course progression, identify barriers to progress (if any), and student engagement strategies such as HIPs.
There is no process here. The coordinator should work through the program's Steering Committee to formally set and assess program goals and objectives. Provide a document much like you have done for reports on programmatic assessment activity. Broader critique is that the program seems to be very focused on the short-term goal of arresting the decline in enrollment. I certainly understand that but another way of thinking about this is that the issue with student enrollment may be related to the program not being clear about what it's goals and objectives are. Without being clear about this, the program may not be providing a strong enough "signal" to attract potential majors.
Great job on identifying your goals and on formation of a steering committee to help identify and set goals as well. The goals should help to keep the major viable. A flourishing IS major program is an important element of a campus that is globally aware. Students should have access to scholarship money to defray the costs for studying abroad. Good luck in securing this commitment from your dean. Given that the students pay tuition for the credit hours for many study-abroad programs, essentially, the Dean would oftentimes just be refunding part of this money back to the students.
Goals for addressing enrollment in the major are ambitious but achievable. Work with advisory committee will continue to be useful going forward.

IV. Curriculum

1. The program has a clearly articulated, efficient, and purposeful curriculum.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. The program prepares students in majors, minors, and related emphases tracks in post-graduation and other applicable experiences.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

3. Changes to the program's curriculum were summarized and considered student needs/interests and/or internal and external stakeholders.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

4. Students participate in high impact practices.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments related to Section IV

The changes to curriculum were made based on information about student interest and experience in the program. It will be interesting to learn about the impact of these revisions on student enrollment. It would be helpful for the program to learn about where their graduates end up after they complete their degree. This may give a better sense of how to prepare students for post-grad experiences.

Program's curriculum and curriculum development, including revisions to make major 33-credits, are thoughtful and responsive to issues the program and college advising office identified.

In particular, the emphasis on international experiences, diversity, and global learning is important given the nature of the program.

V. Assessment of Student Learning

1. The program uploaded an assessment plan that includes student learning outcomes.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. Student learning outcomes are "mapped" to the curriculum.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

3. The program provided a timeline indicating when faculty and staff assess SLOs. The timeline is manageable and sustainable.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

4. The program described the measures/processes they use to assess SLOs, and the criterion for performance.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

5. The program described the results of the assessment data collected.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

6. Student learning outcomes are aligned with UWW's Essential Learning Outcomes in a way that is reasonable and meaningful.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

7. The program described specific actions individuals in the program took, or will take, to make changes to the program based on assessment results.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments related to Section V

3) A time frame for assessment was provided, but not a clear cycle that includes start data and current status. 4) The program explained that all SLOs will be measured using student papers. This is a good direct assessment that will capture knowledge of student learning. I think varying the methods of assessment may provide a more representative picture of students' skills as opposed to only relying on written work. For example, students who are not strong writers will struggle to meet all SLO criteria.

5&6) Please include the reports documenting assessment results in the assessment plan. The reports were submitted in the introductory section and not referenced in the assessment section.

Really strong aspect of this self-study...the development of an assessment plan and the working of an assessment cycle to inform decision-making.

Program has done a lot to develop assessment since last review. Good work!

VI. Student Recruitment, Enrollment, Retention, and Graduation: Trend Data

1. [MAJORS ONLY] Five-year enrollment and graduation trends reflect program vitality and sustainability.

Sufficient Evidence	0
Some/Partial Evidence	2
No/Limited Evidence	3

2. The program described the College and/or University recruitment activities the program engages in to help maintain enrollment.

Sufficient Evidence	0
Some/Partial Evidence	3
No/Limited Evidence	2

3. [MAJORS ONLY] Credits-to-degree show that students can complete the degree in four years, or reasonably efficiently.

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0

4. Students can enroll in appropriate courses and proceed without delaying graduation.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

5. The program described retention issues, if any, impacting enrollment.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

6. Claim that the program is oversubscribed, undersubscribed, or at optimum level is justified or supported by examples or data.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

General Comments related to Section VI.A

1) The program reviewed some enrollment data.
2) Some attempts were made to recruit students already enrolled at UWW.
3) It is too soon to determine if curricular changes will impact student current progress through the program. The response provided indicates student are allowed into courses but does not provide a more wholistic view of course offerings and the student experience.

Enrollment has declined in recent years, and resources have been cut from the major by administration indicating a lack of support (scholarship for travel study). This is an important and unique major for the university. It would be a shame for enrollment to dip any lower. Students who study overseas come back and share their experiences with other students. A lack of IS majors hurts global awareness across the University. A lack of scholarship opportunities for students creates problems with equity and the risk that this becomes a wealthy student's only major. I recommend that needs-based funding for IS majors traveling abroad be immediately implemented.

Also, program needs to think a bit more about recruitment activities. It does not appear as if teaching a GenEd course is in itself going to be sufficient to reverse the decline in enrollment. What other measures is program taking including holding events that might showcase the program and the major for prospective students?

Program has identified that it is generally under-enrolled and has been working through program/curricular updates to improve in this area.   Will need to revisit enrollment numbers over time to understand if updates have been effective.

VI. Student Recruitment, Enrollment, Retention, and Graduation: Demand for Graduates

1. [MAJORS ONLY] Placement information indicates that program graduates find employment or continue their education.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. Data suggests that employment opportunities for graduates of this program will remain strong.

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0

General Comments for VI.B

The program reports that there is not much employment data available for international studies, and the focus is on skill development. I think it would be beneficial in the future to investigate career paths and use those as marketing tools when promoting the program. I was able to find information here: https://www.bls.gov/ooh/field-of-degree/interdisciplinary-studies/interdisciplinary-studies-field-of-degree.htm; this BLS website lists the employment distribution of individuals with interdisciplinary degrees (including international studies)

Gathering information on students' post-graduation can be difficult. Good job gathering this information. It may be possible once you have contact information for past students to then ask students to support IS major scholarships. I encourage continued efforts in this area. Good luck!

Program has data on student employment post-graduation.

Graduates are employable in a wide range of professions, which could make this area difficult to measure adequately. Signs suggest that the program is effective.

VII. Resource Availability & Development: Faculty and Staff Resources

1. Information on the numbers of full and part-time faculty and staff is provided.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. The program has identified staffing changes since the last review.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

3. Expertise of teaching staff are aligned with the needs and future vision for the program.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

4. The program has identified anticipated staffing changes or areas of need, and how these may impact the program.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

5. The program described factors that may be impacting their ability to recruit faculty and staff.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments related to section VII.A

VII.2 This is a bit buried in the report, but it talks about some issues with offering electives due to attrition. The program might want to consider changes to the curriculum to reflect changes in staffing as a result of this unless they expect that host departments/programs will be offering these courses again soon.

The program relies heavily on faculty/staff of other departments - which influences what courses are offered in the major and can be affected by staffing changes in those departments. Noted additional concerns about sabbatical replacement given the way the program is staffed.

VII. Resource Availability & Development: B. Student Resources

1. The program has adequate personnel, student help, and service and supplies to serve its undergraduate students.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

2. The program has adequate facilities, equipment, technological, and library resources to effectively serve its students.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments for VII.B

1 It would be great for the University or College to restore the "scholarship" fund used to support IS doing study abroad as this seems like a very important aspect of the program.

It appears that resource needs are met, but primarily through the support of the involved departments. This is a challenge for most/all interdisciplinary programs.

VIII. Conclusions and Recommendations from the Department or Program

1. Areas of strength are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. Areas of improvement and continued progress are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

3. Recommendations and resources are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments for VIII

Program noted their current largest need is in increased enrollments.

IX. Reviewer Conclusions

1. Strengths of the Program

The program was responsive to student feedback on the number of credits and study abroad requirements and made necessary changes to attract students. The program aligns well to the university mission in global learning and contributes to students essential learning competencies.

Interdisciplinary major and a strong collaboration with WLC department. If this major stays strong, it allows other international programs such as languages and international courses to stay in demand as well.

The program's Advisory Committee seems to offer helpful insight. The program's assessment process supports data-informed decision-making. The thoughtfully designed program curriculum and the expertise of faculty makes this a fantastic option for students who don't want to be at larger UW institutions.

The strengths of the program are its interdisciplinary nature and contribution to the mission of university. Program has done a lot to develop assessment practices since last review and looks to have developed a sustainable plan for assessment.

Interdisciplinary education international experiences and education

2. Areas for Work or Improvement

The program should look at ways to encourage enrollment based on career potential. There were mentions of a couple ideas to engage community partners in this space, but without much information on whether these ideas will be pursued. I think the program will continue to struggle to attract students if they cannot articulate a professional future.

Resources should not have been cut from this program. It is hurting enrollments and most likely has created equity issues at UWW.

I wonder how the program might engage with employers in the region who engage in international operations; what ways students might be exposed to the careers at these employers early in the program; what collaborations might be explored with COBE/Other L & S programs to foster career development for students in the program. Recruitment: It seems the minor program could have great appeal to COBE majors; STEM majors; Arts & Comm majors. I wonder what opportunities and collaborations could be explored to foster these recruitment pipelines.

Need to work on formalizing mission and goals for the program. Continue developing strategies for recruitment of new majors.

Continue to work on improving enrollment

3. Other comments/questions

Have a strategy to increase majors by 20% per year. What steps will the program take if it fails to meet this goal in Year 1? I would like to see some ideas for a Plan B if this does not work out as intended.

Consider additional ways to attract students to the program

The COLS website still lists scholarships as being available for both short term and semester-long travel study- please make the necessary updates as soon as possible.

4. Recommended Actions (please specify):

1) Revisit the goals of the advisory group and include them in program initiatives such as formalizing mission and goal statements, marketing, and recruiting. Consider engaging alumni and external stakeholders in the field, to help market the employability and professional value of the program.

2) Work with college administration to re-establish scholarships for travel studies and help market the program to improve enrollment.

3) Given the decline in enrollment, the program should report on progress in increasing enrollment. Program itself sees this as a critical issue and so focus should be on progress made in service of this goal.

5. Recommended Result

Insufficient Information in the self-study to decide; revise self-study & resubmit.	0
Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	0
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	5
Continuation with major concerns in one or more of the four areas; submit annual progress report to the College Dean & Associate Vice Chancellor for Academic Affairs on progress addressing the major concerns	0
Refer to Provost for action. This option is selected if the report is not completed by the date due.	0