

Annual Assessment Report

International Studies

2015-2016

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1. The Annual Meeting

The International Studies Major consists mainly of Tukumbi Lumumba-Kasongo, Chair. In the new program of International Studies, which we have been implementing and consolidating in the past few years, there are no designated core Faculty members in International Studies who form the Faculty in International Studies, as was the case in the old program. Thus, I am the only one who has written this report. There are faculty members who offer courses as electives within various categories or groupings of the major who are associated with the International Studies Major. The old formula that I used when I came to Wells for selecting faculty members was based on those who offered at least 3 or more courses a year within the broader categories of International Studies curriculum. This is no longer a working formula in the new International Studies program. During the academic year of 2016-2017, I will finalize the process of consulting with colleagues who offer courses in broad categories of International Studies and who may be interested in joining me in the major. Thus, this report reflects upon my own experience as the main faculty member of the major.

I make all my requests or changes about the International Studies curriculum directly to the meetings of Division of Social Sciences for discussion and approval.

In the past two/three years, we have not had any graduating seniors in the International Studies major. However, during the academic year 2015-16, a few students have declared their majors in

International Studies as well as minors in International and Global Studies. It should be noted that the students' enrollment in International Studies 151 is always solidly constant.

I looked at the performance of students (their grades, presentations, exams, internships, etc.) through the records that I have for students took International Studies 151 and Political Science Courses, which are listed in International Studies Major Curriculum (2015-16).

2. Examination of Assessment Data

Looking at the various assessment documents, I conclude that mechanisms that we have been using to assess the students' performance in the International Studies Major are sufficiently adequate and relevant. These devices, which include, exams, oral and public presentations, comprehensive exams, evaluations of internships, debates, reviews, etc., meet the missions and the goals of the major and those of the college.

In the introductory exams, I test the understanding of the major concepts, their definitions, theoretical issues and their scholarly usage. In the upper level courses, the exam is about analysis, interpretations within various schools of thought of the discipline of International Studies, methodological applications and policy implications. Students are asked to make critical judgments and theoretical choices.

Comprehensive exams are important as students go back to previous years to study and learning about the discipline, its major theories and perspectives are viewed the major policies that have been formulated in some international institutions and their social, political and economic impact. Comprehensive exams serve as the links between the issues related to the validity of the discipline and global and international issues.

Internship's public presentations establish links between practical learning and theoretical explanations.

In the seminar courses, the exigencies of final papers are other rigorous means through which knowledge acquisition is assessed. Furthermore, the requirement of full participation of students produces a space of learning that is individualized.

3. Program Changes

The curriculum was not changed.

4. Action Plan for Next Year

There is no anticipation for changing any aspect of the curriculum next year. I have to pay attention to enrollment and number of students who may declare their majors in International Studies.

5. The Updated Assessment Plan

The number of students majoring in International Studies has dropped in the past few years. This was one of the main reasons why we changed the curriculum based on the suggestions from the Curriculum Committee. We hope that this situation will attract more students in the major. Furthermore, our program goals, learning objective, means of assessment, measurements of learning outcomes, and means of assessment are consistent. We teach what is defined in the mission statement of both Wells College and that of the major.