

Undergraduate Degree Program Assessment Plan Cover Sheet (rev. 07):  
UNIVERSITY OF ARKANSAS AT LITTLE ROCK Plan No.26 Degree Program:  
International Studies Department and College: CAHSS Degree type (AA, AS, BA,  
BS, BBA, BSE, BSW): BA Prepared by: Jacek Lubecki Submitted to College  
Assessment Committee on March 5, 2007 \_\_\_\_\_ Approved on  
\_\_\_\_\_ Submitted to Provost Assessment Advisory Group on  
Approved on \_\_\_\_\_ Respond to all four questions, following the  
Degree Program Assessment Plan Form Instructions. Attach additional pages as  
needed. 1. What are your student learning goals for this degree program?  
Include which core competencies are addressed by these goals where applicable.  
International Studies is an interdisciplinary undergraduate degree program,  
emphasizing global awareness, cultural and humanitarian sensitivity, and foreign  
language skills in preparation for careers in international public service and the  
global market place. The program's multifaceted curriculum introduces students  
to the complex political, socioeconomic, and geographic realities of today's  
world, and teaches them to interact with the newly acquired knowledge through  
further analysis and research paired with effective oral and written  
communication and application of their skills to practical issues and problems.  
Students are made aware of the most dramatic challenges facing humanity and  
develop sensitivity to issues pertaining to the global human condition and  
commitment to its improvement worldwide. The program offers a public and a  
private track; the first focuses specifically on cultural and political phenomena  
and their implications, the second is designed as an introduction to international  
business. The full list of the INTS knowledge, value and functional skill goals and  
corresponding UALR core curriculum "blue ribbon" competencies (in bold) e listed  
below: 1. Acquire solid knowledge of world geography (International Awareness)  
2. Develop an understanding of a variety of world cultures, their roots, their  
commonalities and their differences (International Awareness, Social and  
Cultural Awareness) 3. Grasp political, social, and economic issues on a global  
scale and be able to critically analyze them (International Awareness, Social and  
Cultural Awareness, Critical Thinking, Historical Consciousness) 4. Achieve  
functional oral proficiency in one second language (Intermediate-mid level based  
on the ACTFL [American Council on the Teaching of Foreign Languages]  
proficiency scale) (International Awareness) 5. Develop effective written and oral  
communication skills (Verbal Literacy) 6. Develop methodological skills in  
researching international and global issues (Philosophy and Methods of Science)  
7. Develop personal career goals and enhancement of specific career-oriented  
skills (Social and Cultural Awareness) 8. Develop an interest in and compassion  
for the global human condition skills (Social and Cultural Awareness, Ethical and  
Moral Consciousness) 9. Develop advocacy and political skills pertinent to social  
action on behalf of diminishing human suffering worldwide (International  
Awareness, Information Technology, Social and Cultural Awareness, Ethical and

Moral Consciousness) The above learning goals correspond to the following learning objectives and outcomes. Students should be able to: 1. Identify major geographic patterns found in the world (Goal 1) 2. Describe cultural traits of various societies (Goal 2) and analyze differences and commonalities among cultures (Goal 2) 3. Identify and articulate, and think critically about basic dimensions of current global issues (Goal 3) 4. Communicate effectively (at the Intermediate level) in a second language (Goal 4) 5. Conduct research on a topic that requires an understanding of the interconnections between various global problems, choose the proper methodology for the topic, and present the findings in a well-reasoned paper, as well as in an oral presentation. (Goal 3, 5 and 6) 6. Be aware of different career choices, reflect on them and focus their learning objectives on acquisition of skills and knowledge corresponding to their chosen career (Goal 8) 7. Be aware of and develop empathy for conditions of deprivation afflicting the vast majority of humankind (Goal 9) 8. Participate in a collective social action on behalf of diminishing human suffering and addressing global issues worldwide (Goal 10) Methods of Assessing Learning Objectives and Outcomes: Objective/outcome 1: Identification of geographic patterns will be fostered through formal map tests and written exercises in the World Geography (GEOG 2310 or 2321) courses, which are prerequisites for the major. Map quizzes and tests of basic knowledge of world geography will be administered in the INTS 2301 World Cultures class, the first class in the core INTS sequence, to double check whether students acquired the sufficient knowledge in their pre-requisite classes. Remedial action will be taken if necessary. Results of INTS 2301 geography tests are shared and discussed with the International Studies committee, especially, instructors teaching World Geography courses, thus creating an assessment feedback loop. Finally, in senior exit interviews and alumni surveys students are asked questions about their subjective perception as to whether the classes gave them the proper understanding of world geography. Thus, two different assessment feedback loops are created; a short-term one, and a long-term one. The overall results annual are compiled based on a four-year cycle and changes to the program are recommended based on these results upon analysis by International Studies Committee. Objective 2: The ability to think about and describe cultures is assessed through a rubric used to score the formal research paper written for the World Cultures (INTS 2301) class (see, appendix B). A class survey also assesses the students' subjective perception of their acquisition of knowledge about world cultures. At the beginning of Intercultural Communications (SPCH 4312), the upper division INTS core requirement, class students are given tests checking their knowledge of world cultures, thus double-checking whether the INTS 2301 World Cultures class gave them the proper basic knowledge. The results are communicated with the instructor teaching INTS 2301, thus creating a feedback loop. The analysis of the differences and commonalities among cultures is assessed through a rubric

used to score a project completed in Intercultural Communications (SPCH 4312). The results information gained from different assessment instruments in both classes are discussed annually by International Studies Committee. Also, in INTS 2301 students are given surveys and engage in an oral assessment session where they give their own subjective perception of whether they acquired basic understanding of global issues. In senior exit interviews and alumni surveys students are asked questions about their subjective perception as to whether the classes gave them the proper understanding of world cultures. Thus, two different assessment feedback loops are created; a short-term one, and a long-term one. The overall results annual are compiled based on a four-year cycle and changes to the program are recommended based on these results upon analysis by International Studies Committee. Objective 3: Identification and articulation of global issues is assessed through pre-and post-class reflection essays, class tests and essays and their grades, and a class survey and oral assessment session administered in INTS 2302 Global Issues class. In the initial essay students are asked to identify and reflect on what they consider the world's most important issues and give their wisdom on these issues. The same essay questions are tackled by students in their final essays. Their level of sophistication on both sets of essays is scored on a rubric by the course instructor. The results of the comparison between pre- and post-essays are analyzed in the light of student grades in grades on class tests and essays. Finally, students are given surveys and engage in an oral assessment session where they give their own subjective perception of whether they acquired basic understanding of global issues. The overall results of the pre- and post-essays analysis, class grades analysis and student survey and oral discussion analysis are shared on annually with the International Studies Committee, thus creating a short-term feedback loop. Finally, in senior exit interviews and alumni surveys students are asked questions about their subjective perception as to whether the classes gave them the proper understanding of global issues geography. Thus, two different assessment feedback loops, short-term and long-term, are created. Objective 4: Communication in a second language is assessed through the use of an oral proficiency test based on the guidelines established by ACTFL (American Council on Teaching of Foreign Languages.) Objective 5: Writing and oral communication skills are assessed through a rubric used to score the formal research paper and oral presentation for the World Cultures (INTS 2301) class. Oral presentation skills are assessed through a rubric used to score a project completed in Intercultural Communications (SPCH 4312) class. Starting in fall 2007 students will be required to take an upper division research writing class RHET 3300 and, through oral interviews with students taking INTS 4101, senior project proposal, it will be assessed whether RHET 3300 is meeting its goal of teaching students proper research and research writing techniques and methodologies. The final assessment of students' writing and oral communication

skills is done through the rubrics used to score the senior paper, and the criteria established for the oral presentation of research findings (INTS 4101-02-03). The results of different assessment instruments are discussed annually by International Studies Committee. Finally, in senior exit interviews and alumni surveys students are asked questions about their subjective perception as to whether the classes (INTS 2301, RHET 3300, INTS 4101, 02, 03) gave them the proper methodological and functional skills to engage in research on complex global issues. Thus, two different assessment feedback loops, short-term and long-term, are created. Objective 6: Student will attend a career workshop and write a reflection essay on their career choices and corresponding sets of skills by the end of their junior year. Career essays are administered in INTS 2301 and SPCH 4312. Their results are discussed with individual students. The overall trends are discussed by International Studies Committee. Objective 7: Students will be exposed to information on human condition in the world. In INTS 2302 "Global Issues" class students will attend a simulation activity reflecting the condition of the majority of humankind and write a reflection essay about it. Objective 8: In INTS 2302 students will participate in one social action on behalf of diminishing human suffering and addressing global issues worldwide. They will write a reflection essay about it. Meeting of objectives 6, 7 and 8 will be discussed by International Studies Committee and with individual students in senior exit interviews and alumni surveys. How the program goals are mapped on the INTS curriculum is explicated in tables in appendix A: 4. Faculty and Stakeholders Involvement: Faculty: A new International Studies Faculty Advisory Committee was formed in 2005 with the following members: Jacek Lubecki (chair and INTS Coordinator), Gerald Driskill (Communications Department, faculty teaching core INTS "Intercultural Communication" course ), Gerald Hanson (History, former interim INTS Coordinator, faculty of INTS prerequisite Geography Courses), Rachel Smith (Head of International Business Program), Sharon Sellars (Second Language Director for INTS), Sherrie Ray (Director of Study Abroad), Mark Hartmann (Anthropology), Charlie Musgrove (History, Chinese and East Asian Expert) and Susan Barr (Rhetoric and Writing, experienced in helping INTS program with development of writing skills). The Committee will: 1) Review annual assessment reports and the long-term four-year report 2) Advise the Program Coordinator on any major issues in the program 3) Recommend and approve changes to the program based on assessment results following the four-year assessment cycle. Besides the overall International Studies committee, individual ad hoc committees are created to supervise and grade student senior research (capstone projects) and grade final student presentations. Students: INTS students will be consulted at every step of the process. Overall assessment results will be shared with them Dean of CAHSS Assessment results will be shared on annual basis with the Dean of CAHSS, who will review the final annual and four-year reports on the assessment progress.

Curriculum Assessment Map: Degree Program Assessment 1a: INTS Public Track Prerequisites Knowledge goals Functional skill goals Personal and value goals Courses World Geography World cultures Global Issues Second language oral proficiency Critical analysis of global problems Effective oral and written communication skills Research and methods skills Personal career goals and skills Interest and compa-ssion for humani-ty Social action and advocacy skills 1. RHET 1311 Composition 1 1 2. RHET 311 Composition 2 1 3. HIST 1311 History of Civilizations 1 1 1 1 4. HIST 1312 History of Civilizations 2 1 1 1 5. GEOG 2310 World Regions or GEOG 2312 Cultural Geography 1 1 1 6. FREN, GERM or SPAN 1311(or equivalent) 1 7. FREN, GERM or SPAN 1312(or equivalent) 1 8. FREN, GERM or SPAN 2311 (or equivalent) 1 9. FREN, GERM or SPAN 2312 (or equivalent) 1 10. ECON 2310 Survey of Economics 1 1 Total 3 3 4 4 1 2 0 0 0 0

1b. INTS Private Track Prerequisites Knowledge goals Functional skill goals Personal and value goals Courses World Geography World cultures Global Issues Second language oral proficiency Critical analysis of global problems Effective oral and written communication skills Research and methods skills Personal career goals and skills Interest and compa-ssion for humani-ty Social action and advocacy skills 1. RHET 1311 Composition 1 1 2. RHET 1311 Composition 2 1 3. HIST 1311 History of Civilizations 1 1 1 1 4. HIST 1312 History of Civilizations 2 1 1 1 5. GEOG 2310 World Regions or GEOG 2312 Cultural Geography 1 1 1 6. FREN, GERM or SPAN 1311(or equivalent) 1 7. FREN, GERM or SPAN 1312 (or equivalent) 1 8. FREN, GERM or SPAN 2311 (or equivalent) 1 9. FREN, GERM or SPAN 2312 (or equivalent) 1 10. ECON 2301 Survey of Economics 1 1 11. ECON 2322 Principles of Microeconomics 1 12. ECON 2323 Principles of Macroeconomics 1 13. MKTG 2380 Legal Environment of Business 1 1 Total 3 3 4 4 4 2 0 0 0 1

2a. INTS Public Sector Core - Current and Projected Courses (projected courses are marked in cursive) Knowledge goals Functional skill goals Personal and value goals Courses World Geography World Cultures Global issues Second language oral proficiency Critical analysis of global problems Effective oral and written communi- cation skills Research and methods skills Personal career goals and skills Interest and compa-ssion for humani-ty Social action and advocacy skills 1. FREN, GERM or SPAN upper level culture course (or equivalent) 1 2. FREN, GERM or SPAN upper level grammar course (or equivalent) 1 3. INTS 2301 World Cultures 1 1 1 1 1 4. INTS 2302 Global Issues 1 1 1 1 1 5. SPCH 4312/5312 Intercultural communication 1 1 6. POLS 3360, Comparative Governments: West., or POLS 3370, Comparative Politics. Developing Areas or POLS 4340 International Relations 1 1 1 1 1 Total 2 3 2 2 3 3 3 0 1 1 Total with public track prerequisites 5 6 6 6 4 4 4 0 1 1 7. RHET 3300 research writing course 1 1 1 New total 5 6 6 6 4 6 5 1 1 1 • Courses with prerequisites, typically Math 1302 or Math 1315

2b. INTS Core – Private Track – Current and Projected Courses (projected courses marked in cursive Knowledge goals Functional skill goals Personal and value goals Courses World Geography

World Cultures Global issues Second language oral proficiency Critical analysis of global problems Effective oral and written communication skills Research and methods skills Personal career goals and skills Interest and compassion for humanity Social action and advocacy skills 1. FREN, GERM or SPAN upper level culture course (or equivalent) 1 2. FREN, GERM or SPAN upper level grammar course (or equivalent) 1 3. INTS 2301 World Cultures 1 1 1 1 1 4. INTS 2302 Global Issues 1 1 1 1 1 1 5. SPCH 4312/5312 Intercultural communication 1 1 6. MKTG 3350 Principles of Marketing 1 1 1 Total 2 3 2 2 3 3 3 1 1 Total with private track prerequisites 5 6 6 6 5 5 1 1 1 7. RHET 3300 research writing course 1 1 1 8. Choose one: ECON 23101 STAT 43502 1 New total 5 6 6 6 5 6 7 2 1 1 1 Is already a requirement for the private concentration track 2 Is already a requirement for the private concentration track 3a. Public sector concentration Knowledge goals Functional skill goals Personal and value goals Courses World Geography World cultures Global issues Second language oral proficiency Critical analysis of global problems Effective oral and written communication skills Research and methods skills Personal career goals and skills Interest and compassion for humanity Social action and advocacy skills 1. INTS 3321 Topics in Modern International Cultures 1 1 2. Clustered elective 1 1 1 3. Clustered elective 2 1 4. Clustered elective 3 1 5. Clustered elective 4 1 6. Designated elective 1 1 7. Designated elective 2 1 8. INTS 4350 Internship 1 1 9. INTS 4101 Senior Project Proposal 1 1 1 1 10 INTS 4102 Senior Project Paper 1 1 1 1 11. INTS 4103 Senior Project Presentation 1 1 12. INTS 4350 Internship 1 1 Total concentration 0 1 0 0 3 3 2 12 0 2 Total old core and prerequisites 5 6 6 6 4 4 4 0 1 1 Total new core and prerequisites 5 6 6 6 4 5 6 1 1 1 Grand total old 5 7 6 6 7 7 6 9 1 3 Grand total new 5 7 6 6 7 9 9 13 1 3 3b. Private Track Concentration Knowledge goals Functional skill goals Personal and value goals Courses World Geography World Cultures Global Issues Second language oral proficiency Critical analysis of global problems Effective oral and written communication skills Research and methods skills Personal career goals and skills Interest and compassion for humanity Social action and advocacy skills 1. Business\* clustered elective 1 2. Business\* clustered elective 1 3. Business\* clustered elective 1 4. Restrictive elective 1 (in designated area) (Culture Block) 1 1 5. Restricted elective 2 (restrictive elective) (Culture Block) 1 1 INTS 4350 Internship 1 1 INTS 4101 Proposal 1 1 1 1 INTS 4102 Paper 1 1 1 1 INTS 4103 Presentation 1 1 Total concentration 0 2 0 0 2 3 2 8 0 1 Total old core and prerequisites 5 6 6 6 5 4 5 1 1 1 Total new core and prerequisites 5 6 6 6 5 5 7 2 1 1 Grand total old 5 7 6 6 7 7 7 9 1 2 Grand total new 5 8 6 6 7 10 9 10 1 2 \* Possible Options: ECON 4320 International Economics ECON 4345 Comparative Economic Systems MKTG 4320 International Marketing MGMT 4377 International Business Management ADVT 4370 International Public Relations FINC 4330 International Finance FINC 4330 International Finance Appendix B: ) Final class survey in World Cultures INTS 2301: five skills and knowledge objectives: 1) World geography 2) World

Cultures 3) Critical thinking about global issues 4) Writing and oral communication skills 5) Research skills 5- STRONGLY AGREE, 4 – AGREE, 3 – UNDECIDED, 1 – DISAGREE (Circle the chosen answer) 1. The course solidified my knowledge of world geography 1 2 3 4 5 2. The course exposed me to the diversity of the world cultures 1 2 3 4 5 3. The course taught me to think critically about world issues 1 2 3 4 5 4. The course has improved my written communications skills 1 2 3 4 5 5. The course has improved my oral communication skills 1 2 3 4 5 6. The course has improved my research skills 1 2 3 4 5 7. I was actively engaged with the course material 1 2 3 4 5 Please write any additional comments on the achievement of the above objectives below: B) INTS 2301 Initial essay questions: INTS 2301 Global Issues Name: Major: 1. What do you think are the most important global issues and what can we do to address them? What can you personally do to address them? 2. What are your career goals? How can college/this class help you with achieving them? 3. Is there anything else that you would like to tell me in connection with the class. Rubric used to assess the results of the essay: Levels: 4 – outstanding, 3 – sophisticated, 2 – basic, 1 - lacking 1. Ability to think critically about global issues 2. Self-perception of knowledge of global issues 3. Self-understanding in the context of career goals 4. Activist agenda C) Final survey in INTS 2302 Global Issues five skills and knowledge objectives : 1) Global Issues 2) Critical Analysis of Global Problems 3) Critical thinking about global issues 4) Compassion and interest in human condition 5) Social activism and advocacy skills INTS 2302 Global Issues Final ASSESSMENT SURVEY INSTRUCTOR: SEMESTER: 5- STRONGLY AGREE, 4 – AGREE, 3 – UNDECIDED, 1 – DISAGREE (Circle the chosen answer) 1. The course gave me a profound knowledge of key global issues 1 2 3 4 5 2. We have analyzed global problems from critical perspectives 1 2 3 4 5 3. The course has improved my research and methodology skills 1 2 3 4 5 4. The course has stimulated my interest in the global human condition 1 2 3 4 5 5. The course has increased my compassion for humanity in the world 1 2 3 4 5 6. The course has stimulated my interest in social activism 1 2 3 4 5 7. The course has improved social activism and advocacy skills 1 2 3 4 5 Please write any additional comments on the achievement of the above objectives: D) Rubrics used to score the senior capstone project: Rubrics Comments Score (0-4) 1. Paper research question is well-formulated in the context of relevant literature 2. Paper demonstrates cross-cultural or social-structural implications of the problem investigated 3. Paper clearly explicates the chosen issue or problem and its significance 4. Research is thorough, well organized, and provides convincing support for the conclusion 5. The project is well-written from the formal and stylistic point of view 6. Paper demonstrates cross-cultural or social-structural implications of the problem investigated Total Score The above rubrics are to be used as a framework in assessing student performance in the capstone paper project. The

rubrics are tied to the International Studies Program objectives a) Acquire a good knowledge of world geography, global issues, and world cultures b) Acquire awareness of cultural and structural differences c) Demonstrate cross-cultural and social-structural implications d) Develop research and written communication skills resulting in a formal paper The scoring scale is as follows: 4 - Excellent paper that meets practically all of the objectives as outlined above 3 - Good paper that meets most of the objectives above 2 - Competent effort in the paper that meets some or most of the objectives 1 - Inadequate effort that meets only a few of the objectives 0 - Failure to meet almost all of the objectives outlined above

E) ASSESSMENT RUBRICS FOR ORAL COMMUNICATION OF RESEARCH RESULTS NAME: TOPIC: (use the other side if necessary)

5- superior, 4 - above average, 3-average, 2-below average, 1-poor

1. Quality of Visuals 1 2 3 4 5 Comments: 2. Clarity of presentation 1 2 3 4 5 Comments: 3. Organization of presentation 1 2 3 4 5 Comments: 4. Shows place of paper in the literature 1 2 3 4 5 Comments: 5. Conceptual framework well developed 1 2 3 4 5 Comments: 6. Research problem/question well developed 1 2 3 4 5 Comments: 7. Logic of conclusions/inquiry 1 2 3 4 5 Comments: 8. Performance in questions/answers 1 2 3 4 5 Comments: 9. Stage presence, diction, fluency of speech 1 2 3 4 5 Comments: Overall grade: F) Senior exit interview: Topics of discussion: 1. Department goals: 2. Department culture: 3. Advising: 4. Integration of courses: 5. Pre-requisites 6. INTS 2301 7. INTS 2302 8. International Communications 9. Concentration: 10. Culture Block: 11. Language Courses: 12. Internships: 13. Senior Project 14. Faculty: 15. Career goals G) Alumni Survey: 1. Which courses in the INTS program proved most valuable to you? 2. Was the research project a worthwhile experience? (Please elaborate) 3. To what extent did this major prepare you for the job market? 4. To what extent did this major prepare you for graduate or professional studies? 5. Would you recommend the INTS major to other students? Why? Why not? 6. Please say anything else you would like to say about the program, positive or negative. Any suggestions will be highly appreciated.