

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 (**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)

(2) Learning outcomes/objectives for those goals addressed this year:

Objective/outcome 1: Identification of geographic patterns

Objective/outcome 2: Develop an understanding of a variety of world cultures, their roots, their commonalities and their differences

Objective/outcome 3: identification, understanding, and ability to think critically about global issues and Objective 6 – career self-articulation

Objective 4: Second language proficiency at intermediate level

Objective 5: Ability to 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)

Objectives 7 and 8: Be aware of and develop empathy for conditions of deprivation afflicting the vast majority of humankind and Participate in a collective social action on behalf of diminishing human suffering and addressing global issues worldwide (Goal 10)

(3) Courses & activities where assessed:

Objective/outcome 1: Identification of geographic patterns is fostered through formal map tests and written exercises in the World Geography (GEOG 2310 World Regions or 2312 World Cultural Geography) courses, which are prerequisites for the major. A map quiz was administered in the fall 2009 INTS 2301 World Cultures class, normally the first class in the core INTS sequence, to check whether students acquired the sufficient knowledge in their pre-requisite classes.

Objective 2: My original assessment plan stated the following with regard to 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 should be given an assessment test 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 between International Studies Coordinator 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 world cultures. 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.”

Elements of the above approach are proving to be unproductive and misplaced. Especially, formal research papers written in the fall 2008 INTS 2301 “World Cultures” are not necessarily about cultures, but about a range of topics that the students find interesting and relevant – in this respect, they have more to do with fostering goals 5 and 6 and objective 5 of the assessment plan. Likewise, I am yet to establishment of an assessment loop between INTS 2301 (World Cultures) and SPCH 4312 (Intercultural Communication). I am currently discussing this issue with Dr. Gerald Driskill, who typically teaches Intercultural Communication class. To goal of the discussion will be how to create a simple assessment test (similar to the geography test administered in INTS 2301, which is proving to be a wonderful and parsimonious instrument of

assessment) to check whether INTS students have the knowledge of, and basic analytical concepts on major world cultures.

Objective 3: Identification, articulation and critical thinking about global issues and Goal 6: self-articulation of career goals

An assessment essay was distributed at the beginning of the spring section of the INTS 2302 “Global Issues” class. The essay was supposed to gauge the caliber of students with regard to three issue areas:

- 1) sophistication of understanding of global issues and ability to think critically about global issues
- 2) ability to think about solutions and personal action that one can take to address global problems/issues
- 3) ability to think about personal career goals.

At the end of the course, students filled up a short survey and wrote analytical essays about the course and its ability to address issue areas 1-3.

Objective 4: All INTS students are required to take two upper division courses (one focused on functional skills: oral communication, grammar, etc.) and one on culture, in the foreign language of their choice. By definition, thus, they have to reach intermediate level proficiency in the language – and I decided to simply trust our Second Languages department and their assessment processes in this respect. Besides, students give self-perceived assessment of their language proficiency in

Objective 5: Ability to 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). This is evaluated through the rubric used to score student senior papers and presentations (INTS 4101, 4102, 4103). However, because only a few international studies graduate each semester with a degree in INTS (3 in academic 2008/9), meaningful data gathering project requires at least a 2 year cycle to have meaningful results.

Objectives 7 and 8: All students taking INTS 2302 participate in a plethora of social actions. All of them write essays on their participation, and the essays tend to all agree that their participation was a life-changing experience.

All of the 8 objectives are subject to a multi-year cycle senior exit interview assessment.

(4) Methods used:

Objective/outcome 1: A map quiz was administered in the fall 2009 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 Geography classes. Results of INTS 2301 geography tests are supposed to be 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: A class survey assessed the students' subjective perception of their acquisition of knowledge about world cultures. Also, in INTS 2301 students engaged in an oral and written assessment session where they gave their own subjective perception of whether they acquired basic understanding of world cultures.

In senior exit interviews students were 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 were created; a short-term one, and a long-term one. The overall results were compiled, and, based on a four-year cycle, communicated to International Studies Faculty Advisory Committee.

Objective 3: Identification, articulation and critical thinking about global issues was 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 were asked to identify and reflect on what they consider the world's most important issues and give their wisdom on these issues. Similar essay questions were tackled by students in their final essays. Their level of sophistication on both sets of essays is to be 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 were given surveys and engaged 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 be shared (in the spring 2008) annually with the International Studies Committee, thus creating a short-term feedback loop. Finally, in senior exit interviews and alumni surveys students were asked questions about their subjective perception as to whether the classes gave them the proper understanding of global issues and this results are to be communicated with the Committee. Thus, two different assessment feedback loops, short-term and long-term, were created.

Objective 5: Ability to 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). Graduating senior final projects and presentations are scored by several faculty members on a consistent rubric. Students in senior exist interviews are asked questions about their subjective perception of their experience in writing the Senior project.

Objective 6: The retrospective articulation of student career goals is gauged through Senior exit interviews. Students receive extensive career- and graduate-school feedback in the course of Program advising.

Objectives 7 and 8: “Be aware of and develop empathy for conditions of deprivation afflicting the vast majority of humankind” and “Participate in a collective social action on behalf of diminishing human suffering and addressing global issues worldwide” (Goal 10). They filled up course assessment questionnaires and wrote essays on their experience.

(5) What are the assessment findings? How did you analyze them?

Objective/outcome 1:

Identification of geographic patterns was assessed through a formal map quiz in the Fall INTS 2301 World Cultures class. The test asked students to identify 34 major countries of the world on a contour map. 24 out of 26 students who took INTS 2301 in the fall 2009 were given the test: 16 of them were INTS majors, and 7 of them were non-INTS majors (including one minor) students. Only the majors are supposed to have taken the pre-requisite Geography courses.

Outcomes of the test were measured based on the percentage of the countries that students identified, and were deemed to be satisfactory if they could correctly identify at least 50% (17 out of 34) major countries in the world. Indeed, the class average was the satisfactory 58% (as compared to 61% in 2008 and 51% in 2007). The average percentage of countries correctly identified by the seventeen majors was 65% (as compared to 85% in 2008) - only three of them scored below the satisfactory level, correctly identifying between 12-44% of the countries, while the remaining fourteen scored mostly at far above the satisfactory level. Without the lower outliers, the average for the majors was 69%. It is to be noted that the average for non-majors was fairly high 42% as compared to 50% in 2008, and 27% in 2007. In other words, the dramatic increase in the knowledge of basic global geography among students taking INTS 2302, first noted in 2008 continued into 2009. Generally, I noted an increase in average level of students taking INTS 2301 with respect to all indicators of academic performance.

An important diagnostic that I need to add to future geography test is a question about the sources of students’ geographical knowledge – have they taken a UALR geography course? I need to add this question to their geography quizzes, and coordinate assessment activities with our new geographer (Jess Porter).

Objective 2: Description cultural traits of various societies and ability to analyze differences and commonalities among cultures

Students were given a pre-class diagnostic test to assess their level of sophistication in understanding global cultural differences. Their level of sophistication was scored on the scale 1 to 4. With regard to their sophistication with defining culture, assessing cultural differences, and identifying fundamental forces shaping the world, class scored at a high 3.6 average, with no discernable difference between INTS and non-INTS students. This continued the generally high trend in students’ conceptual sophistication, already noted in 2008 iteration of the class.

Generally, the course received the following scoring on the teacher/course evaluation survey distributed in the course:

INTS 2301 WORLD CULTURES				
Quantitative Student Evaluations				
Question #	Question	Average (1 excellent -4 poor)	st. dev.	number of answers
	Students' quality			
1	student motivation	1.56	0.83	18
2	class attendance and motivation	1.72	0.68	18
	Average students' quality	1.64		
	Instructor's quality			
3	Instructor's command of the subject	1.06	0.27	18
4	lessons preparation and organization	1.17	0.61	18
5	clear answers to questions	1	0	18
6	Instructor's overall quality as described to a friend	1.06	0.27	18
7	opportunity for students to participate	1	0	18
8	returns tests within two weeks	1	0	18
9	availability to students	1	0	18
10	uses class time efficiently and effectively	1.28	0.54	18
11	fairness in grading	1.06	0.27	18
12	Feedback for tests and assignments	1.17	0.45	18
	Average instructor's quality	1.08		18
	Course quality			18
9	clarity of course objectives and expectations	1.06	0.27	18
14	quality of course material	1.22	0.65	18
15	I learned a great deal in this course	1.33	0.81	18
16	would you recommend the course to a friend	1.11	0.38	18
	Average	1.18		18
	total class and instructor average	1.13		
Qualitative Students Comments				
	Excellent professor. Really cares about his students and their progress			
	The best instructor at UALR in my opinion. I learned very much from his class.			
	I really enjoyed the class. Most importantly, I was challenged and therefore learned a lot. Thank you.			
	Dr. Lubecki is the best teacher I have ever had.			
	Dr. Lubecki is one of the best professors I have had at UALR and that is saying a lot. He is an invaluable asset to the University. I felt like I learned something important in every class.			
	Guns, Germs and Steel is very repetitive			
	Dr. Lubecki is very helpful and always keeps the class upbeat and entertaining			
	His lessons are moulded to perfection. Fun, informative, intriguing			
	Very energetic. Keeps you interested in the subject matter. Very nice, easy to talk to if you are having a problem.			
	Amazing. Dr. Lubecki is crème de la crème			

	He is the most accessible professor I have had. He goes above and beyond to help students to be the most effective researchers/future scholars possible			
	I have learned such an incredible deal in this course.			
	He is a library of knowledge. Sometimes answers more than you would expect. Good balance between instruction and inquisition. Very responsive and helpful. Gives constructive criticism. I did not care for the idea of studying culture in general, but I can understand it is a necessity. Dr. Lubecki deserves the highest praise of almost all teachers I ever had.			
	Keep the research projects for individual students. It was the best part of this course because it was so challenging. You are still my favorite professor - your manner of teaching is amazing, as always.			
	I have learned in this class more than in any of my other classes in the past year.			
	Dr. Lubecki was able to get me interested in a field that I always felt I was lacking and I found quite boring.			
	I learned more in this course than I expected. I enjoyed it it.			

In Senior Exit Interviews and surveys, students were fulsome in their praises of INTS 2301 as giving them basic knowledge of global realities, including cultures. They were more guarded in their judgments of SPCH 4312 Intercultural Communication, identifying both stronger (research project) and weaker (student-teacher communication issues) elements of the class which is supposed to give them higher-level understanding of cross-cultural communication. Problems with SPCH 4312 will be discussed with the relevant instructors (most importantly, Gerald Driskill).

Objective 3: Identification, articulation and critical thinking about global issues

An assessment essay was distributed at the beginning of the spring section of the INTS 2302 “Global Issues” class. The essay was supposed to gauge the caliber of students with regard to two issue areas:

- 1) sophistication of understanding of global issues and ability to think critically about global issues (“sophistication”)
- 2) ability to think about solutions and personal action that one can take to address global problems/in connection with personal career goals (“efficacy”)

Students answers were scored on a rubric 4 to 1, with 4 denoting the highest level of sophistication or efficacy. Criteria for scoring included an ability to think about global issue on a higher level of complexity and without ethnocentrism. With respect to personal efficacy, an ability to intertwine global issues with local action and personal career goals was an important criteria for scoring the essays on a higher level.

For the 13 students taking the class for whom the data has been collected, the average level of sophistication in understanding global issues was 2.85, while the average level of efficacy was 2.15. Since I did not use numerical scoring for last year’s assessment (when I started the procedure) I could not

objectively compare it to last year's results. However, presence of INTS and non-INTS students in the class allowed me to compare these two groups. Unsurprisingly, INTS students score at higher average levels than non-INTS students: 3.00 (as compared to 2.50) for sophistication, and 2.35 (as contrary to 2.00) for efficacy.

At the end of class, student wrote essays centered on their personal learning experience in the class. Proper scoring of these essays on a rubric and their comparison to initial assessment scores would have been a proper rigorous procedure to follow to assess the student learning experience in the class. Unfortunately, with my chronic overwork I was unable to do it. I hope to remedy this obvious lack in my assessment procedures in the future Based on my impressionistic review of the student learning experience, their sophistication in understanding global issues rose tremendously.

The student teacher evaluations in INTS 2302 were as follows:

The following were results of student questionnaires. As you can see, subjective perception of the learning experience in the course received a perfect rating (1 on the scale 1 to 4) from the students:

INTS 2302 GLOBAL ISSUES

Student quality	Score (on the scale 1 to 4, 1 being the best)
student motivation	1.21
class attendance and motivation	1.36
Average students' quality	1.285
Instructor's quality	
instructor's command of the subject	1
lessons preparation and organization	1.36
clear answers to questions	1.14
instructor's overall quality as described to a friend	1
opportunity for students to participate	1.14
returns tests within two weeks	1.29
availability to students	1.07
uses class time efficiently and effectively	1.36
fairness in grading	1
feedback for tests and assignments	1
Average instructor's quality	1.136
Course quality	
clarity of course objectives and expectations	1.07
quality of course material	1
I learned a great deal in this course	1
would you recommend the course to a friend	1
Average course quality	1.0175

Qualitative Students Comments

He is very passionate and loves what he teaches
 I have told everyone how awesome he is
 Very much involved in classmates success. I love class discussions
 He perfectly commands the subject matter
 Collapse is the best book in the class. I would have preferred spending more time with it.
 He is very knowledgeable on his subject matter and it shows.
 He is always available - this is among the traits that the greatest about him as an instructor
 He could explain himself more clearly sometimes
 I learned things that I did not know
 He is the best instructor I've ever had since I've started my college experience. His passion is unparalleled even among instructors that I had in high school
 His willingness to learn alongside his students and he is there for them when they need him are his most outstanding traits as an instructor. This sets him apart from any instructor I've ever had.
 Great class - very interesting. Dr. Lubecki is one of the best professor at UALR.
 Beyond excellent, deserves an A+++
 Always available to students questions - always good and productive comments.

In senior exit interviews, where students give raving reviews of their experience in INTS 2302, and quality of senior projects shows that students have acquired a high-level ability to think critically about global issues.

Objective 4: Foreign language fluency

All INTS students are required to take two upper division courses (one focused on functional skills: oral communication, grammar, etc.) and one on culture, in the foreign language of their choice. By definition, thus, they have to reach upper level proficiency in the language – and I decided to simply trust our Second Languages Department (DISLS) in this respect.

In Senior exit interviews (4 conducted over the past year, 2 in the fall 2008, one in spring and one in fall 2009), the consensus among students was that language courses at upper division level give them sufficient proficiency to function in an upper-division classroom environment, however, to achieve true fluency in the language more is required. Study abroad and actual exposure to foreign language-speaking environment appears to be a *sine quo non* of a true language fluency. As a result of this realization, one of my primary goals has become to create an International Studies fund to sponsor INTS study abroad experience for students, especially with respect to study of foreign languages.

Objective 5: Research skills and comprehensive intellectual abilities

Student senior projects (4 written, finished, presented, and scored between fall 2008 and fall 2009) represent the pinnacle of their development as International Studies scholars, and are thus

a perfect object of summative assessment of the critical thinking, research, writing, and oral presentation skills acquired by the students in the course of their entire career as INTS students.

The four finished projects all received A+ and embodied the highest degree of excellence (the perfect score of 3 on all assessed elements of the project) . All four students interviewed in the course of Senior exit interview agreed that the senior project was the best element of the program with respect to their preparation for graduate school. All of them also agreed that the project was the element of the INTS program that allowed them to develop higher-level research skills.

Earlier assessment activities in INTS identified the fact that INTS students often come to the senior project unprepared to effectively research and write at higher levels of skill. This was no longer the case with students graduating in 2008 and 2009, as the problem was remedied – a new course, RHET 4300 “Research Writing” was added to INTS required curriculum in 2008, and a research project became a requirement in INTS 2301 “World Cultures” courses since fall 2005. Besides, INTS students were channeled into courses that require and foster research skills. The identification and remediation of the problem is a perfect example of INTS program assessment loop at work. Students in INTS 4101, 02, and 03 are no longer unprepared for their research experience, and the courses are conducted in the manner that maximizes the student success rate.

However, one missing element of the established assessment procedure is scoring of the projects by a faculty committee as a guarantee of objective assessment (instead of just the program Coordinator scoring the projects – the current practice). I will remedy this problem in the future.

Objective 6: Career goals

Students reflect retrospectively on the articulation of their career goals in the course of their senior exit interviews and their career goals are fostered in the course of normal program advising.

Students graduating in the fall 2008 and in 2009 had clearly articulated career or graduate education goals. However, improvement of career advising remains of one of the INTS program goals, as earlier assessment activities identified clear and early career articulation as the critical element of student success in INTS program.

Objectives 7 and 8: Global Compassion

“Be aware of and develop empathy for conditions of deprivation afflicting the vast majority of humankind.” and “Participate in a collective social action on behalf of diminishing human suffering and addressing global issues worldwide” (Goal 10). Students participated in a plethora of social actions. They filled up course assessment questionnaires and wrote essays on their experience.

Just like in 2008, in the spring 2009 **the entire “Global Issues” class spent a weekend in conditions of simulated absolute poverty at the Heifer Ranch.** Besides fostering the “global compassion” goal, the experience also allowed for an excellent form of experiential learning –

instead of just reading about absolute poverty in Jeffery Sachs' celebrated book *The End of Poverty* the students actually experienced what it means to live the life of absolute deprivation.

Students also engaged in campus activism projects: the most important among them were:

- 1) Manning of the campus electronic recycling event on the Earth Day (April 22)
- 2) Manning of the campus free distribution of compact fluorescent light-bulbs and grease-collection containers
- 3) Participation in Focus-the-Nation event with state and local officials and Congressman Vic Snyder present.

In assessment surveys and essays at the end of the class students responded with a special enthusiasm to the active learning and social activism components of the class.

(6) What conclusions were drawn and what decisions were made as a result? How were stakeholder groups involved?

Objective 1: The results of the test show that International Studies majors have generally satisfactory knowledge of World Geography, as contrary to the general student population – who do not. At the same time, both groups have showed a dramatic improvement in 2008 and 2009, as compared to 2007 (when the assessment tool was first introduced). However, it is still uncertain, and the assessment instrument does not allow us to tell, whether the basic geographic knowledge is the result of pre-existing knowledge, or the result of INTS students taking the pre-requisite Geography courses. Thus, the “added value” of geography requirement remains elusive.

This result will be communicated to the International Studies Faculty Advisory committee annual meeting in the spring 2009. More specifically, I will talk to Jesse Porter, faculty who teaches the pre-requisite geography courses. I will check whether:

- a) students tested indeed took the prerequisite courses
- b) are students in pre-requisite courses indeed taught to identify countries on the map

Based on discussion with Dr. Porter, and the INTS Faculty Advisory Committee, INTS Program will take follow up action that might involve modification of the content of GEOG 2310/2312, or other necessary changes.

Objective 2: Description cultural traits of various societies and ability to analyze differences and commonalities among cultures

The assessment loop is yet to be created for this objective – most importantly, between SPCH 4312 and INTS 2312. As expressed in assessment surveys administered in INTS 2301, students see the class as enabling them especially to think critically and conceptually about world issues in the context of world cultures. Whether the class gives them the basic descriptive knowledge of world cultures that allows them to succeed in SPCH 4312 and in real-life situations involving cross-cultural dynamics, remains to be seen.

The issue will be discussed with International Studies Faculty Advisory Committee, especially Dr. Gerald Driskill, who normally teaches the Intercultural Communication Course. It is hoped that an appropriate assessment test will be established by Fall 2010, and an assessment loop between INTS 2301 and SPCH 4312 will be created.

The survey and qualitative assessment interview distributed at the end of the course indicated that the class is very good in fostering critical thinking about world issues and providing exposure to diversity of world cultures.

Objective 3: Critical thinking about global issues

Senior exit interviews and quality of senior projects shows that students have acquired a high-level ability to think critically about global issues. INTS 2302 “Global Issues” final reflection essays that allow students to subjectively evaluate their level of sophistication of thinking critically about global issues shows that they indeed have acquired this ability as the result of their taking the class. However, the existing assessment techniques should be made more rigorous.

Objective 4: Foreign language proficiency:

I will continue with the established assessment procedure and do more to foster true foreign language fluency – especially with respect to study abroad.

Objective 5: Ability to conduct research, etc, on subject on global issues.

Senior exit interviews and the quality of senior projects show that the program is meeting its goals. Students coming into the senior project experience are prepared to do it, accomplish the projects successfully, and feel successful and prepared for graduate education. The feeling of anxiety and unpreparedness for the experience identified in earlier cohorts of students has disappeared. This is very good example of INTS assessment program working. However, scoring of INTS senior projects is still done mostly by INTS Coordinator, not a faculty committee. This problem will be addressed in 2010 iteration of the Program assessment. In the course of spring 2010 faculty committee will be consulted about the problem, and a proper mechanism for collective scoring will be established.

Objective 6: Self-articulation of career-goals

Students graduating in 2008 and 2009 had very well articulated career goals. However, earlier assessment activities identified early and clear career goals articulation as a critical element of INTS student success. I will, therefore:

- 1) Improve career-counseling and internship data-base components of international studies website.
- 2) Create counseling materials for students interested in international careers

- 3) Establish a data-base of UALR INTS alumni, and host an alumni career panel
- 4) Work on my knowledge regarding potential careers for INTS students through more intensive networking with potential employers, including governmental agencies and the private sector – the latter, both for, and non-for-profit.
- 5) Attend seminars or programs intended to foster career-counseling skills for International Studies advisors.

This course of action will be communicated to faculty advisory committee in the spring 2010.

Objectives 7 and 8: Global compassion and activism

Students are being exposed to actions and opportunities that embody both goals, and their subjective reaction to these elements of the program is enthusiastic.