

Western Carolina University
International Studies Program and Major Review: Spring 2016
External Reviewer: Dr. Roberto E. Campo, UNC-Greensboro
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I. INTRODUCTION

A. INTERNATIONAL STUDIES (IS) PROGRAM HISTORY

The International Studies (IS) Program and its 30-hour, interdisciplinary “coordinate” International Studies (INST) BA major were launched only five and a half years ago, in fall 2010. IS also offers an 18-hour INST minor, though the latter option existed for decades prior to the establishment of the IS Program. For these historical reasons, the review that follows constitutes the first formal evaluation of the IS Program and its constituent INST major and minor.

B. PROGRAM ALIGNMENTS

Focusing on world issues, languages other than English, and engagement with the culturally diverse community of western North Carolina and beyond, the INST major and minor have been carefully crafted to support the UNC Tomorrow Commission’s twenty-year strategic plan, which explicitly enjoins North Carolina public universities to help meet the needs of the state by preparing the residents to compete in the *global* economy of the 21st century. This connection is subsumed in the mission of the IS Program, especially in its pledges “to fashion an interdisciplinary field of study that creates a teaching and learning community in which students develop the attitudes, knowledge, and aptitudes required for responsible and effective participation in global society” and to produce majors who will “gain a multi-faceted grasp of globalization, of international politics, and an appreciation of foreign cultures” (Self-Study Appendix 2.3). These statements likewise align with the mission of the University (especially with the latter’s emphasis on “international experiences”), with WCU’s “2020 Vision: Focusing Our Future,” and with the University’s ongoing Quality Enhancement Plan theme, “Synthesis: A Pathway to Intentional Learning.” The alignment further extends to the mission of WCU’s College of Arts and Sciences, which pledges to prepare students “to *think critically*” and to be “*culturally...and professionally engaged citizens and leaders* who contribute to and promote the sustainability of local and *global* communities.”

C. CAMPUS VISIT OVERVIEW

The campus-visit stage of the review took place on 22-23 February 2016. The review team consisted of two WCU internal reviewers, Dr. Debra Burke (Associate Dean, College of Business) and Dr. Channa De Silva (Assistant Professor, Department of Chemistry and Physics), and one external reviewer (myself), Dr. Roberto E. Campo (Director of International and Global Studies and Professor of French at UNC-Greensboro).¹ Over the course of the two-day visit, the team talked in depth to a broad range of constituencies, including Dr. Alison Morrison-Shetlar (Provost), Mr. David Onder (Assessment Director) and Dr. Carol Burton (Associate Provost for Undergraduate Studies), Dr. Richard Starnes (Dean of the College of Arts and Sciences), Dr. Christopher Cooper (Head, Department of Political Science and Public Affairs), Dr. Niall Michelsen (Director, International Studies Program), all eight members

¹ Regrettably, the second external reviewer, Dr. Dlynn Williams (Head, Department of Political Science, University of North Georgia), was obliged to withdraw before the campus visit due to a death in the family.

of ISAB (including one conversation via teleconference), Dr. Will Lehman (Head, World Languages Department), three undergraduate majors and three alumni majors (at separate meetings for each group, and with one alumni attending via a conference-call from the Democratic Republic of Congo), Dr. Jill Granger and Dr. Brian Railsback (current and former Deans of the Honors College, respectively), and Ling LeBeau (Director, International Programs and Services). The meetings ranged in length from 30 minutes (for a teleconference call) to a full hour, with most lasting 50 minutes; and except for some of the students, all individuals listed on the final campus-visit agenda were present at their designated conversation sessions.

II. ANALYSES & RECOMMENDATIONS: The sections that follow represent the review team's evaluation of the principal features of the IS Program as they were presented not only in the Self-Study, related appendices, and supplementary documentation solicited by the team,² but also, and most importantly, through conversations with the various constituencies consulted during the campus visit. After a summary description of each aspect, the team offers analyses of that aspect's applicable (1) strengths, (2) challenges, and (3) recommendations to meet the challenges. In the latter cases, the team has attempted to suggest options for the Program in relation to the broader contextual realities in which it exists and strives to achieve its fullest potential.

A. INTERDISCIPLINARITY

True to the model of international studies programs across the country, the IS Program and INST major and minor at WCU are interdisciplinary, borrowing curricular options from 10 other departments or programs (see II.D, below) and, since 2015, combining with 18 other majors (6 other majors for the INST minor).³ The Program's co-curricular opportunities (e.g., "Global Spotlight") are similarly interdisciplinary, involving students and faculty from across the university.

(1) **Strengths:** Discussions with Program stakeholders made it clear that the interdisciplinary character of the IS Program and INST major is a key area of strength. In addition to affording opportunities to faculty for professional and personal collaborations around international and global issues across departments and units (particularly among the members of the ISAB, but also among the many faculty sharing their courses with the Program, those who participate in co-curricular events, etc.), this interdisciplinarity obliges students to take courses and pursue experiences in discipline areas beyond their other declared major. International Studies students are thereby guided to make intellectual and experiential connections that fully realize central objectives of WCU's current "Synthesis" QEP. Indeed, the majors and alumni interviewed during the visit were quick to underscore these benefits in their response to the team's general query about what they like best about the Program.

(2) **Challenges:** Students and others would like to see the Program's interdisciplinarity defined more broadly. Notwithstanding the Program's success in sharing its co-

² To fill in certain information not available in the Self-Study, the team requested data comparing the number of majors and, if possible, minors for all undergraduate degree programs at WCU over the past five years. This information was derived from the institutional research data supplied by WCU's Office of Institutional Planning and Effectiveness (OIPE).

³ Referenced in Self-Study (p. 6).

curricular features across the university (e.g., “Global Spotlight”), the Program’s curricular elements are primarily confined to the College of Arts and Science.

- (3) **Recommendations:** The team recommends that the Program continue to build community with internationally interested constituencies (faculty and students) in units outside of Arts and Sciences. Despite the challenges of attracting individuals pursuing BS majors to add a BA major in INST, some students (e.g., those with majors in the College of Business or the College of Health & Human Sciences) realize that gaining a deep understanding of international issues and global cultures will positively impact their career opportunities in the future and, thus, may elect to add on this new direction. Cross-listing courses in other units with significant international (or “global”) content (e.g., HT 238: Travel & Tourism; MKT 407: Global Marketing; ENVH 210: Global Disparities in Public Health; Law 320: International Business Law, BA 304: Business Communications in a Multicultural Environment; SM 350: Global Sport & Culture) would add to the interdisciplinarity of the INST curriculum while allowing majors in those fields to apply credits from their other major to a coordinate major (or minor) in INST. Such an outreach would likewise raise awareness about the interdisciplinary coordinate INST major among the faculty of such courses and their unit administrators, thus expanding heretofore untapped promotional opportunities.

B. PROGRAM RESIDENCE

Notwithstanding its highly interdisciplinary identity, WCU’s International Studies Program resides administratively within the Department of Political Science and Public Affairs (PSC/PA) in the College of Arts and Sciences.

- (1) **Strengths:** The residence of the Program within PSC/PA was assessed to be both logical and valuable. First, since WCU currently has no alternative administrative structure in which to house interdisciplinary academic programs, it is appropriate to locate IS in a department context. Furthermore, PSC/PA affords a convenient locus from which the Program can remain in close touch with the political features foregrounded in the INST curriculum and co-curriculum (see II.D, below). Similarly, because the academic affiliations of the current and incoming directors are with PSC/PA, the Program’s residence there adds a measure of convenience to the discharge of their professional responsibilities. Finally, it was clear from our interviews that the various constituencies were content with the existing arrangement. In that regard, for example, it was noted that the head of PSC/PA has made a genuine effort to respect the autonomy of the Program and to contribute positively to its development over the past five and a half years.
- (2) **Challenges:** Notwithstanding the benefits of the IS Program’s current residential arrangement, it is important to ensure its autonomy from PSPA. While the current department leadership has demonstrated reliable support, that relationship may be at risk under future administrations or under different circumstances.
- (3) **Recommendations:** A more explicit statement of the Program’s autonomy from its host department should be included in the IOG. The current instrument describes only the rules around the host department’s role in selecting and evaluating the director. Further, there is currently no indication of the department’s staffing commitments (especially in regard to the division of labor of available SHRA [SPA]

personnel); nor does there appear to be budgetary autonomy for the Program (approvals must pass through the PSC/PA head). Independence in the latter regard could contribute to expanding partnerships beyond Arts and Sciences (with the stipulation that expenses at certain levels should require approval from the office of the Dean).

C. PROGRAM GOVERNANCE

As described in the Self-Study,⁴ the Program is administered by a Director assisted by an International Studies Advisory Board (ISAB) of 8 faculty members from departments who contribute centrally to the INST major curriculum (excluding chairs or heads of a department or program). The Program is further overseen by the head of Political Science and Public Affairs and the Dean of Arts and Sciences.

The director serves a 3-year (renewable) term and is to be selected jointly by the Head of the Department Head of Political Science and Public Affairs and the Advisory Board. ISAB members serve a 3-year (renewable) term, and new members are selected by the director in consultation with the extant ISAB, followed by approval of the prospective ISAB member's home Department Head. Key responsibilities of the director (more fully detailed in the IOG) include overseeing the recruitment and advising of INST majors and minors, maintaining Program public relations and promotion, leading Program assessment and reviews, communicating with Department Heads about the Program's curricular needs, and presenting staffing and budgetary requests. Key responsibilities of the ISAB (also more fully developed in the IOG) include overseeing the INST curriculum, considering ways to improve the major, developing IS Program policies, offering staffing and budgetary recommendations, and advising students who double-major in their home department.

(1) Strengths:

- a. **Structure and Responsibilities:** The governance structure described above is consistent with international studies programs across the country. Likewise, the responsibilities resemble those of directors and advisory boards of similar programs, with the director assuming principal advising, promotional, assessment, and budgetary functions and the board acting as both a consultative and decision-making body supporting the director and the Program. Based on campus discussions around these topics, that structure and distribution of duties were found to be highly effective thanks to the heroic efforts of the director and the fervent support of the ISAB (detailed below).
 - i. **Director:** The campus interviews found uniformly enthusiastic approval of the performance of the current and founding IS Program director, Dr. Niall Michelsen of the Department of Political Science and Public Affairs. Admired by colleagues and students alike, Dr. Michelsen merits the highest praise for his leadership and the exemplary work he has put into assuring the success of the new Program. Interviewed students expressed particular appreciation for his dedication to their efficient completion of all Program and University requirements as well as to their preparation to pursue satisfying post-graduate academic and professional opportunities. The conversations

⁴ Pp. 15-17 and Appendix 4.1: Instrument of Governance [IOG].

revealed similarly enthusiastic support for the incoming director, Dr. Jennifer Schiff, likewise of PSC/PA and a member of the ISAB since her arrival at WCU. Faculty, administrators, and students were unanimously supportive of her selection to lead the transition, with students expressly applauding Dr. Schiff for being “awesome” in the classroom and in person.

- ii. **The ISAB:** The ISAB plays an appropriate and necessary role in the administration of the Program, particularly in regard to the responsibilities outlined in the above analysis (II.C.1.a). The balanced membership of different departments contributing most to the Program is also suitable and functions quite well. The review team was especially impressed by the current board’s sincere dedication to the Program’s success. Their membership is much more than a service assignment: it is a demonstration of professional and personal commitment. The current director expressed a sincere appreciation for their input, as well.
- (2) **Challenges:** The team is concerned about the sustainability of director excellence for the Program. Advising, Program promotion, Program development, Program assessment, and other directorial responsibilities are already considerable, and they only stand to increase as the number of majors grows over the next few years (see II.F). Balancing these administrative responsibilities with obligations toward teaching and scholarship and other modes of university service risks becoming unsustainable, especially for faculty-directors on the path of eventual promotion in the academy.
- (3) **Recommendations:** The team suggests the adoption of one or more of the following enhancements and rewards:
- a. Provide College resources to hire a half-time (20 hours/week), Program-dedicated administrative assistant to help the director discharge his/her duties. This person could be tasked with the following sorts of responsibilities: administrative and clerical support (e.g., prepare course schedules, manage Program announcements, compile Program reports, update the website, prepare Program promotion brochures); customer service (e.g., receive visitors, monitor calls and emails, schedule advising appointments); meeting and special event scheduling or coordinating (e.g., set up ISAB meetings, organize “Global Spotlights,” coordinate diploma ceremonies, locate venues for the International Studies Club events); budget management (e.g., assist the director in tracking and utilizing the Program’s operating budget and processing related expenditure reports).
 - i. **Alternative:** In the event a Program-dedicated half-time administrative assistant is not feasible, the review team would recommend hiring a second full-time SHRA (SPA) person for PSC/PA, half of whose assignment could be dedicated to supporting the IS Program in the ways described above.
 - b. Provide the director a second course release per year (thus providing the person one course-release per semester) in order to meet the Program’s considerable responsibilities while allowing them to invest time into research and other professional duties.
 - c. Provide the director an add-pay summer stipend as compensation for attending to Program-related duties during the summer. These duties may include (but are not limited to): Program promotion at summer orientation events; completing Program assessment tasks; updating Program information for publication (with staff support) at the start of the fall semester; providing summer advising;

connecting with international students arriving during the summer and before the start of the fall semester; communicating with community non-profits working with immigrant populations with whom INST majors may pursue internships and service-learning opportunities during the academic year.

D. STRUCTURE & CURRICULUM: THE INST MAJOR

Students who pursue the INST BA degree are engaged in a “coordinate major,” that is, a degree program that must be completed *in coordination with* another major program of study.⁵ The INST major involves 30 semester hours of course work complemented by 90 additional hours of course work distributed among the requirements for the student’s other major, their Liberal Studies work, and any electives they may decide to take, all toward the goal of attaining the minimum 120 semester hours required to earn an undergraduate degree from WCU. Over the past 5 years, the structure of the major has evolved to include the following curricular elements:

Modern Foreign Language (12 hours): comprised of (**Option A**) 2 courses (6 hrs) at the intermediate (200) level + 2 courses (6 hrs) at the advanced (300) level, all in the same language; OR (**Option B**) 2 courses (6 hrs) of intermediate-level work in one language + 2 courses (6 hrs) at any level in a second language;

Required Courses (6 hours): comprised of PSC 110: Global Issues (3 hrs) + INST 200: Introduction to International Studies (1 hr) + INST 400: International Studies Capstone (2 hrs);

Core Competencies (9 hours): to include 1 course (3 hrs) selected from a menu of 4 possible courses falling into 3 competency areas: Politics, Culture, and Globalization;

Guided Electives (3 hours): 1 course (3 hrs) chosen from a (published) menu of 45 course options provided from the curricula of 10 other departments or programs: Anthropology, Criminal Justice, Communication, English, Geography, History, Philosophy & Religion, Political Science, Sociology, and Spanish.

(1) Strengths:

- a. **“Coordinate” Status:** The current Program’s designation as a “coordinate” major rather than a “stand-alone” major seems to enjoy unanimous support from all constituencies. Indeed, because of that status, the major receives more support across departmental lines than it would do if it existed as an independent entity competing for SCHs and FTEs with the departments that supply the majority of its curriculum. Moreover, it avoids the need to have its own faculty lines, another likely point of competition with other departments
- b. **Foreign Language Requirement:** The emphasis on modern foreign languages is definitely a strength that benefits students whose eventual career or academic paths will require and reward enhanced second-language skills.⁶ This feature also puts WCU’s IS Program in line with most other international studies programs across the country. The option (“B”) to count six hours of a second

⁵ According to the Self-Study (p. 6), the INST major was formally combined with 18 other majors starting in fall 2015.

⁶ See, for example, the May 15, 2014 report by Lauren Weber in the Wall Street Journal, “The Liberal Arts Majors That Pay the Most.” Virtually all well regarded graduate programs with a focus on international development, human rights, security risk management, etc., in the US and abroad, likewise require an advanced proficiency in a foreign language.

foreign language is likewise regarded as an appropriate acknowledgement of the desire of certain students to diversify their language portfolio.

- c. **“Required Courses”:** The existence of certain “required courses,” essentially a common core for the major, is important to ensure Program consistency, to facilitate its assessability, and to offer students the basis of an “International Studies” identity within an otherwise interdisciplinary environment.

(2) **Challenges:**

- a. **“Coordinate” Status:** The “coordinate” status stands to impact the prestige and promotability of the INST major, thus detracting from its desirability and potential for growth.
- b. **Foreign Languages:** The greatest challenge to the major’s existing structure is the foreign language requirement. With the erosion of language choices available through the Department of World Languages, the sustainability of the requirement—and by extension, the INST major as presently conceived—is clearly in jeopardy. As nearly all interviewed constituencies confirmed, the limitation on languages taught at WCU directly impacts the viability and appeal of the INST major, not only by constraining the ability of current majors to complete the requirement, but also by impeding the IS Program from attracting the best new majors, those who recognize the value of learning a foreign language, including prospective top-tier applicants to the University as a whole.
- c. **Required Courses:** The use of a 1 hr INST 200 intro core + a 2 hr INST 400 capstone core is unnecessarily complicated, and it doesn’t properly reflect the value of such critical offerings in the curriculum. As currently conceived, the courses also reduce the feasibility of properly assessing the INST major.
- d. **Core Competencies:** While the idea of building internationally oriented “competencies” around the themes of politics, culture, and globalization is worthwhile, it is unclear how a 1-course requirement in each area can instill any true proficiency. Moreover, the assessment plan in place (DISCUSSED BELOW) offers no objectives, measures, or targets for such proficiencies.
- e. **Guided Electives:** While the published electives list offers variety, the 1-course limit contradicts that spirit of that diversity. Further, the existing elective requirement would frustrate the desire of students (and others) to see even more curricular diversity (as described in II.A.2-3, above).

(3) **Recommendations:** (NOTE: The recommendations that follow are offered with the intention of responding not only to the challenges of the current curriculum, but also to the strengths and challenges of the curricular revisions described under the heading “Proposed Changes” in Self-Study Appendix 1.1.)

- a. **“Coordinate” Status:** Although the review team does not advise converting the IS Program into a department or the INST major into a stand-alone major at this time, it does recommend that Program and major promotion and development be given the highest priority and that ample resources be dedicated to ensure that the IS leadership receives the time, opportunities, and rewards apposite to the tasks of promoting and delivering the strongest Program and major possible.
- b. **Foreign Languages:**
 - i. **General Recommendation:** While it is not directly within the scope of this review, the team generally agrees with the IS Program and its various constituencies and affiliates (including students, faculty, other departments and programs, the International Programs and Services Office, and the

Honors College) that a significant dedication of resources to (re-)invigorate the language programs at WCU would help address the Foreign Language challenges outlined above (II.D.2.b). A substantial increase in the variety and depth of language instruction at this institution is key to sustaining the viability and strength of the IS Program and INST major as well as to maintaining WCU's reputation, across the state and beyond, for excellence in the Liberal Arts. On a related point, the deans of the Honors College observed that the dearth of foreign language options has negatively impacted the number and variety of excellent students who are applying to study at WCU. Such students (and their families) recognize the importance that proficiency in one or more foreign languages will have in their future academic and professional careers, and experience suggests that they are turning away from this University in favor of institutions that offer the widest variety and highest levels of both the commonly taught and the lesser taught "critical" (or "strategic") modern world languages. It was further observed that the same limits on languages seem to constrain the number and variety of qualified international students seeking to study at WCU, particularly from countries with little or no linguistic representation on campus: a situation that further disinclines high-quality US students hoping to interact with an on-campus international community from selecting to apply to this university.

With these considerations in mind, and based on related feedback with the consulted IS Program collaborators, the team especially recommends the restoration of Chinese language instruction at the beginning level. Such a move would be rendered most feasible, at least initially, through partnerships to which the director of International Program has access.

- ii. **The INST FL requirement:** As noted above, the team regards the current iteration of the INST major's foreign language requirement as a strength in multiple regards. Accordingly, the proposal articulated in the "Proposed Changes" to reduce the requirement to 6 hours of intermediate-level foreign language is regarded as a weakening of the major. Notwithstanding the cogent rationale for the overall reduction in hours of study and expected level of proficiency (motivated mainly by the erosion of the language programs discussed above), the team would advise resisting such an extensive revision of the current requirement. As a compromise measure, the Program should consider a synthesis of the current and proposed requirements. In this case, students could be asked to complete 6 hours of a foreign language within one of two options: **(1)** 3 hours at the second-semester intermediate level (i.e., "FL" 232) + 3 hours at the 300 level (e.g., "FL" 301, or an approved 300-level equivalent) in a single language; or **(2)** 3 hours at the second-semester intermediate level (i.e., "FL" 232) of one language + 3 hours at the beginning level (i.e., "FL" 101) of a second language. In this fashion, the Program would continue to encourage depth (in Option 1) and breadth (in Option 2) while awaiting the invigorations of the foreign language programs to come with the rededication of university resources recommended above.

c. Required Courses/Core Classes

- i. In agreement with the opinions expressed by the students, alumni, and faculty interviewed, the review team strongly supports giving a more central place and increased credit-hour value to the INST 200 and INST 400 core classes. The proposal (in S-S Appendix 1.1) to revise each course to carry 3 credit hours coincides well with this recommendation. As noted in the justifications included with that proposal, the revised INST 400 capstone will afford an ideal context in which to obtain evidence critical to a meaningful assessment of the major, and the increase in hours of both courses should fit better within the existing work load structure (where loads are based on the typical 3-hour course assignment). In addition, an increase in the contact hours would stand to enhance the sense of identification majors have with the Program.
 - ii. It is further recommended that INST 200 be a prerequisite for INST 400 to ensure proper sequencing of knowledge and skills. A minimum number of courses completed in their chosen concentration (see II.D.3.d, below) should also be required as a prerequisite to enrollment in the capstone. In addition, both 200 and 400 should be offered every semester to maximize access to the major and prevent bottlenecks for students completing their program of study.
 - iii. Finally, INST 200 should be open to non-majors and included as an option within the Liberal Studies Program (in category P1: "Social Sciences" or P6: "World Cultures," per other offerings within PSC/PA). In so doing, the enrollment capacity should also be raised to 40 or higher.⁷ This designation would simultaneously enrich the existing Liberal Studies Program and satisfy the need for undergraduate North Carolinians to learn about international and global processes and non-Western cultures (in alignment with University, A&S, Program missions, etc.). It would likewise raise student awareness about the IS Program, afford an excellent venue in which to recruit new majors (serving as a Program "portal"), and increase SCHs (and possibly FTEs) that would accrue to the benefit of productivity measures for PSC/PA (when the course is taught by a PSC/PA faculty member).
- d. Core Competencies/Guided Electives**
- i. In agreement with the statement of "Proposed Changes," the review team supports the idea of revising the core competencies and elective features of the curriculum. However, rather than break down the course options into 9 hours of "themes" + 9 hours of guided electives "not used in their Themes," the team recommends combining the two elements within an 18-hours "concentration" structure, wherein 15 hours of specified "additional courses" must relate to the student's major concentration and 3 hours of "elective work" must be taken "outside" of their concentration. Such a structure would reinforce specialization (within the concentration) while affording some experience in other concentrations to promote breadth. Based on conversations with the students (especially alumni seeking NGO jobs and applying to graduate programs), it is further recommended that the

⁷ As a comparison, UNCG's IGS 200 runs every semester at 60-70 students; IGS 400 runs at 25-30.

concentration names be descriptive and aligned (where possible) with actual NGO names or IGO agency titles and specialization areas used by international-studies-focused graduate programs.⁸

- ii. Regarding the list of courses that may apply to any concentration or the electives, the team also recommends expanding the options to include internationally or globally focused offerings offered by departments and programs outside of Arts and Sciences. The benefits of this expansion and a list of possible options are provided elsewhere (see II.A.3 and II.F.3.c).
- e. **Engaged Experience (“Proposed Changes”: S-S Appendix 1.1):** The review team strongly endorses the “Proposed Change” to require an “Engaged Experience” for the INST major. Not only would it afford a formal way to promote study abroad (one way of meeting the requirement), but it would also motivate majors to become engaged with their increasingly more culturally diverse community. In the latter regard, the Program would likewise satisfy the interests of many INST majors,⁹ well known for wanting to be agents of positive social change who embrace globally engaged citizenship, while contributing to the missions of the University, the College, and the Program itself and enacting a key objective of the “Synthesis” QEP.

To complement this enhancement, the team would further recommend the addition of three courses to the INST curriculum:

- i. **INST 393: Special Topics in International Studies** (3 hours): This course would typically be used as a transfer equivalence for upper-level course work completed during study abroad. Such a designation should facilitate transfer tracking and credit auditing for both the Program and the Registrar. Completion of an INST 393 would likewise signal satisfaction of the “Engaged Experience” requirement when it appears on a student’s academic record.
- ii. **INST 480: Independent Study** (1-3 hours/repeatable up to a maximum of 6 hours): While potentially available for a variety of purposes, a formal “independent study” option within the INST curriculum allows Program advisors to award major and university credit for selected, pre-approved “engaged” experiences (e.g., volunteering for 6-9 hours/week with a non-profit serving local immigrant or refugee populations) not otherwise designated as

⁸ The following are titles of some agencies, associations, foundations, and institutes associated with the UN: *Trade, Human Rights, Equitable Economy; Ethnic Relations, Human Rights, Geopolitics; Human Rights in Development; Global Community and World Law; Health, Human Rights and Development; Global Economic, Social and Cultural Rights; Cross-Cultural Solutions; Multicultural Communications, Cooperation and Development; Cultural Affairs International; Cultural Systems; International Economic Cooperation and Development; Multicultural Communications, Cooperation and Development; Development of International Cooperation*. The following are examples of master program names at various institutions in our area and around the country: “*Global Politics, Institutions, and Societies*” and “*Global Migration and Labor Rights*” (UNC-CH); “*Organizations/Global Governance & Sustainable Development*” (NCSU); “*International Affairs: Global Governance, Politics and Security*” and “*Ethics, Peace and Global Affairs*” (SIS, Amer. University); “*Global Human Development*” (Georgetown); “*Politics & Policy in the Global Economy*” (UW-Madison); “*International Human Rights*” and “*International Policy and Development*” (U. of Denver).

⁹ An interest in the possibility of pursuing internships was expressly mentioned by the interviewed alumni.

“internships.”¹⁰ Where appropriate, the credit may also apply toward the student’s 18 hours of concentration work.

- iii. **INST 483: International Studies Internship** (1-3 hours): This course would apply only to formal internships with an international/“glocal” focus, whether they are led by an IS-Program-affiliated faculty member or by the qualified personnel of a local or international non-profit (e.g., The Consortium for Refugees and Migrants in South Africa [CoRMSA] for students studying in South Africa). A list of approved community internships not formally overseen by IS Program faculty should also be available to students (e.g., on the Program website). INST majors may otherwise meet the “Engaged Experience” requirement by completing an internship with an international focus in the context of a 483 course in another university program (e.g., PSC 483, SOC 483, ENVH 483, HT 483).

E. STRUCTURE & CURRICULUM: THE INST MINOR

Students who pursue the INST minor do so as a complement to 6 possible majors¹¹ and by completing 18 hours of course work to include the following elements:

Core¹² Course (3 hours): selected from PSC 110: Global Issues (3 hrs) OR PSC 241: International Security (3 hrs);

Additional Courses (15 hour): selected from a (published) menu of 44 course options paralleling the “guided electives” list provided for the major (minus the one course in Spanish).

- (1) **Strengths:** The hour requirement for the current minor is consistent with minors at other institutions.
- (2) **Challenges:** It is difficult to see how an INST minor would identify with the program given the flexibility of the current minor curriculum. With the lack of identification and minimal coordination with the major it is also hard to see how INST minors can be recruited to “upgrade” their minor to a major, thus discouraging the growth of the latter.
- (3) **Recommendations:** Require the new INST 200 (see II.D.3.c) of all minors, and require minors to take 15 additional hours of courses in a way that aligns with the recommended concentrations structure for the major. Completion of a 232-level foreign language should likewise be encouraged and included among the 15 hours of electives. Although a language feature might reduce the overall number of students minoring, it would create a group that could more easily transition to the

¹⁰ At UNCG, a student completes such a course by submitting a 10-12-page research paper related to their experience by the end of the semester in which the student completes the experience (when the experience is local), or by the end of semester after their return to campus (if the student is abroad). In the first case, the student registers for the course, with Director approval, by the end of the Add period during the first week of class; in the second case, the student registers for the course, again with Director approval, by the end of the Add period of the semester when they return. In all cases, the student must discuss their experience and proposed research paper with the Director before the course is approved and during the semester in which the paper is being prepared; the Director thereby monitors the paper’s development and assumes the responsibility of evaluating the final product (though that responsibility may be transferred to other qualified faculty, depending on the nature of the student’s experience and paper topic).

¹¹ Mentioned in the Self-Study (p. 6), but not identified.

¹² The reviewer’s language, not the Program’s.

major. The foregrounding of a foreign language in the minor might also entice more majors and minors in Spanish, German, and Japanese to pursue the INST minor, and thus to enter the pool of possible new INST majors.

F. PROGRAM PROMOTION & GROWTH

Promotion is important to the maintenance and growth of any major, but it is especially critical to new major programs and those that lie outside traditional university structures, such as the new interdisciplinary coordinate major offered by WCU's International Studies Program. Based on the institutional data around declared INST majors over the past five years provided to the team by the office of Institutional Planning and Effectiveness, it is clear that the IS Program director, the head of PSC/PA, the dean of Arts and Sciences, and other entities on the campus have cooperated effectively in promoting the development of the decades-old INST minor into a bona fide major. This cooperation was especially fruitful during the inaugural 3 years of the major. During its first year of existence (between fall 2010 and fall 2011), for example, the reported number of WCU students pursuing the major grew from 0 (zero) to 54. From that point through fall 2013, the "official" number climbed from 56 in fall 2012 to 76 in fall 2013. From that high watermark, however, the reported number of declared majors has fallen off somewhat, from 61 in fall 2014 to 50 in fall 2015. While a number of macro factors beyond the Program's control may account for this apparent decline,¹³ absent a significant tightening of, or addition to, requirements for the major (which would not apply in the present case),¹⁴ the review team feels strongly that the IS Program retains the potential to reverse the current trajectory, indeed to double its current number of majors (to 100 or above) over the next 3-5 years, particularly as public awareness grows about the US's responsibility to and vulnerability within the evolving international and global (dis-)order. With this in mind, the team offers the following observations regarding future efforts to promote and grow the Program:

(1) Strengths:

- a. **Program Identity:** Interviews with current and alumni INST majors revealed a strong sense of loyalty to and identification with the IS Program (at least among the individuals who took the time to meet with the team).
- b. **Program Promotion:** The IS leadership has been proactive in disseminating program materials (especially at Admissions events) and encouraging majors to participate in international events on campus (e.g., IPS's International Education Week, Study Abroad Fair, and International Fair). The same leaders and some Program affiliates have been successful in promoting the major as a part of advising (as confirmed by interviewed students and alumni). IS-sponsored (or assisted) co-curricular activities have also afforded useful opportunities for promotion (e.g., International Studies Club events and "Global Spotlight" open panel discussions). The Program website is also attractive, informative, and logically laid out (if perhaps a little redundant).

¹³ For example, an overall decline in the number of students seeking the BA at WCU or an unexpected demographic shift in the student body.

¹⁴ Although the external reviewer from UNCG can report a similar drop off in institutionally documented majors (from a recent high of 164 in fall 2013 to 140 in fall 2015), it is likely that reduction follows from the addition, starting fall 2014, of the major's "International/Global Experience" requirement, which obliges students to study abroad in a context that garners a minimum of 6 sh of course credit.

(2) Challenges:

- a. **Program Identification:** Notwithstanding the commitment to the Program of the exemplary students interviewed during the campus visit, it was clear from their comments that establishing and maintaining a solid sense of community for majors has been a challenge, especially as student dedication to the International Studies Club ebbs and flows from year to year.
- b. **Program Promotion:** Despite the efforts at promotion described above, several existing and potential constituencies—among students, alumni, faculty, and university units outside of Arts and Sciences—are being underutilized or missed in these attempts. Maintaining the website can also be a significant challenge, particularly if the Program does not have a dedicated staff person to manage its upkeep.
- c. **The Curriculum:** Although the curriculum has been discussed at length above, it is important to reiterate that the lack of foreign language options stands among the most important obstacles to the growth of the major. The current INST “core” curriculum structure (with INST 200 and 400 meeting only once a week for an hour or two, and only during one semester per year), the current “competency” structure, and limits to diversity in the elective listings have also played roles in hindering growth (as well as frustrating Program identification).

(3) Recommendations:

- a. **Program Identification:** The team recommends that the director or an ISAB member continue to promote and support student engagement in the IS Club.
- b. **Program Promotion:**
 - i. Program promotion should remain a priority of the director and ISAB. Besides supporting the efforts of an active IS Club whose initiatives can substantially enhance the visibility of the Program, the director and ISAB should continue to participate actively, with information tables or booths, at appropriate Admissions events, and they should begin to do so at the big three annual events sponsored by International Programs and Services (IPS) (see II.F.1.b, above) (NOTE: IS Club members and other interested majors should be recruited to assist in these efforts where possible). Strengthening connections with international students on campus could likewise serve to promote Program visibility while affording INST majors opportunities to “interact meaningfully with the world” on their own campus.
 - ii. The team’s interviews also detected a general lack of awareness about the Program in the Honors College. As the locus of many of the best undergraduates on campus, the very students who would most appreciate the key features of the IS Program (especially its emphasis on foreign languages, on examining international issues and world cultures, and on studying abroad and/or engaging in community service to help area immigrant and refugee groups), the Honors College affords an ideal place to recruit potential INST majors.¹⁵ The review team therefore recommends that the Program maintain regular and meaningful contact with the HC, starting with the College’s

¹⁵ Details about the honors earned by many graduated INST majors provided in the Self-Study (p. 14) and the Self-Study Appendix (5.2, pp. 26-28) further corroborates the value of enhancing the Program’s connection with HC.

principal advisors (e.g., Colin Townsend and Emily Sharpe), who should receive a supply of Program promotional materials and be apprised of upcoming Program activities in order to share the information across the HC.

- iii. The team also recommends that more attention be paid to maintaining the Program website. At present, several links are not functioning (e.g., the IS Calendar and “Upcoming Events” links), there is some redundancy (the first three links in the left sidebar duplicate the “Curriculum,” “Careers,” and “News & Events” links in the middle), and the Blogs are becoming a little dated. The development and hosting of a “WCU International Events Calendar” for the entire campus would also enhance the site while serving as another way to promote the visibility of the Program and showcase internationalization initiatives on campus. As the campus moves to implement its “global certificate” program over the coming year, such a calendar will take on even greater importance and, by virtue of its location on the IS website, draw attention to the Program.
- iv. It is further suggested that the website include a link that provides details about Program advising. Given existing challenges to advising, such a subdirectory might provide access to linked Tracking Audit Sheets for majors and minors (in Word document form) that students can fill out based on a model provided on the same web page. For more on this recommendation, see II.H.3, below. The external reviewer also offers a sample of the audit sheet employed by IGS at UNCG in the APPENDIX 1 of this Review.
- v. The large number of INST minors constitutes a particularly promising pool of potential new INST majors. According to the institutional data received for this review, 43 students are currently registered as minors, which represents 46% of the total 93 students majoring or minoring in INST. By more closely aligning the curriculum of the minor with that of the major (see II.F.3.c, below), some minors may be convinced to complete the upgrade.
- vi. Part of the Program’s promotion efforts should be directed at building community with alumni. This growing group may provide important advice not only to the leadership (e.g., regarding effective curricular features), but also to current majors (e.g., regarding realistic career considerations). It may also be an established target for development opportunities to support ongoing initiatives of the Program (e.g., scholarships for academic merit and study abroad travel).
- vii. To reiterate the observation offered under Program Governance (II.C.3), the promotion and growth of the Program would benefit significantly from the allocation of additional resources to support the hiring of a Program-dedicated staff person and/or to reward the director for the considerable effort to be invested in those efforts. Again, the team strongly endorses the dedication of one or more of these allocations.

c. **The Curriculum:**

- i. Beyond supporting the proposed redesign of INST 200 and 400 core courses and the recommendation to adopt a meaningful concentration structure (see II.D.3.b-e), the team advises reaching out to programs in units outside of Arts and Sciences for new cross-listing options that could count toward the INST major as well as the student's other field(s) of study (see II.A.3 and II.D.3.d). This outreach would simultaneously create a new pool of potential majors and raise awareness about the IS Program in those other units.
- ii. Following the model of some other international studies programs around the country, WCU's IS Program might also consider the creation of a required third-year-level INST course focusing on pertinent methodologies and/or a more advanced study of selected current topics (e.g., security and sustainability, democratic peace theory, human rights and development, etc.). Although the inclusion of this feature would reduce the number of "additional courses" or eliminate the "elective work" proposed in II.D.3.d (above), it would enhance major-related knowledge and skills and afford another opportunity for INST majors to come together, thus reinforcing Program identification.
- iii. As discussed above, the curriculum of the minor should be more closely aligned with that of the major. While this move may reduce the overall number of students pursuing this option, that number does not accrue to the productivity benefit of the Program. On the other hand, with proper advising and clear statements in the promotional materials, actual or potential minors could be persuaded to declare the major since they are only "a few steps away" (4 courses/12 hours), particularly if the minors are already committed to taking a foreign language through the intermediate level and studying abroad or volunteering/interning in the local community (hence poised to meet the proposed "engaged experience" feature of the revised INST major).

G. ASSESSMENT

The IS Program's assessment plan focuses on five "goals/objectives": #1: Integrate information from a variety of contexts; #2: Solve complex problems; #3: Communicate Effectively and Responsibly across Cultural Lines; #4: Practice Global Civic Engagement; #5: Clarify and Act on Purpose and Values. Self-Study Appendix 3.2 presents findings for three years, 2013-2015, with 2013 and 2015 focusing on Goal #1, and 2014 focusing on students' understanding of the definitions of "culture," "international politics," and "globalization"—points that seem outside of, or tangential to, the assessment plan. The evaluations were based on a writing sample (reflective essay or final paper for INST 400) provided voluntarily by majors graduating in the year of the assessment; the number of participants ranged from 6 (in 2013), to 3 (in 2014) and 4 (in 2015). Although the results reported seem to indicate overall "achievement" of the selected goals, inconsistencies and ambiguities in the measures and targets employed, the paucity of examples evaluated, and the exclusion from assessment of four out of the five published objectives make it all but impossible to confirm the results.

- (1) **Strengths:** On the whole, the goals/objectives listed coincide appropriately with the Program's mission.

- (2) **Challenges:** The principal challenges include: formulating applicable assessment rubrics, establishing meaningful direct & indirect measures and targets, obtaining related information from a numerically significant group of graduating majors each year (or semester, if possible), formulating results-based actions plans, and presenting action plan follow-ups (“closing the loop”).
- (3) **Recommendations:**
- a. **Training:** The review team strongly encourages the director of the IS Program (and/or members of the ISAB assisting in the assessment process) to participate in internal assessment training opportunities and, where possible, to obtain discipline-specific external training (e.g., through workshops made available through AAC&U or the International Studies Association).
 - b. **Samples:** Use at least 10 INST 400 capstone projects per year as the principal direct measure for the appropriate objectives; track and report all students completing a study abroad and/or community engagement experience each year.
 - c. **Exit Interviews:** Implement an exit interview process to obtain “indirect” data.
 - d. **Measures:** Use a combination of indirect and direct measures for each objective.
 - e. **Targets:** Set appropriate (meaningful) targets for the measures employed.
 - f. **Rubrics:** Formulate meaningful rubrics to apply to direct measures (especially capstone projects)
 - g. **Action Plans:** Formulate action plans based on findings (where appropriate).
 - h. **Follow-ups:** Report follow-ups on actions plans.
 - i. **Assessment Frequency:** Assess at least half (3) of your objectives each year.
 - j. **Intercultural Competence:** The INS Program may find it useful to implement an instrument like the Intercultural Development Inventory (IDI/LLC) to assess Objective 3: “Communicate Effectively and Responsibly across Cultural Lines.” If this is done, funds may need to be invested to subsidize training for one or more IDI “qualified administrators” for the Program (especially the program director). Assistance from the International Programs and Services office to coordinate the testing process and the gathering of data for the campus would help to make this implementation sustainable.

The external reviewer offers UNCG’s IGS Assessment Plan (developed in Compliance Assist) and related rubrics as possible models to assist the IS Program (see APPENDIX 2 and APPENDIX 3 of the present Review). (Note: IGS’s assessment report earned UNCG’s “Student Learning Enhancement Award” in 2015.)

H. OTHER RECOMMENDATIONS: The following is a list of recommendations not otherwise covered above.

- (1) **Scholarship Support:** The interviewed students and alumni expressed a strong desire to have (had) access to Program-based scholarships. Development of endowments to sustain them should become yet another priority of the IS leadership as well as a goal for the development officer for Arts and Sciences. As noted above (II.F.3.b.vi), alumni themselves may eventually prove to be a source of such support.
- (2) **Advising:** The IS Program advising process is time-intensive, and with the growth in the number of majors to advise that may follow from implementing recommendations

offered in this Review, that time investment stands to increase exponentially. To these points, the review team urges the Program director to meet with representatives from the Office of the Registrar to explore the possibility of implementing modifications to the University's course auditing software that would reduce the need of Program personnel to intervene in the course auditing process for each major. Ideally, students should be able to see their progress through the major accurately represented on their degree evaluations. Likewise, the confirmation of major requirement completion should happen centrally, obviating the need for Program personnel to submit independently generated confirmations.

- (3) **Major Tracking Audit Sheets:** While awaiting the above modifications (or in the event that the resulting modifications prove too error-prone to be useful), the team recommends implementing a major tracking audit sheet of the sort provided as a model in APPENDIX 1 of the present Review. As discussed above (II.F.3.b), a link to a blank Word document version of the audit should be available on the Advising page of the Program website. The student would eventually be responsible for electronically submitting a completed draft of the document to the director during their final semester of study (typically in connection with their participation in INST 400). The director would then only have to confirm the accuracy of the information and forward the results (in hard copy or via email attachment) to the Registrar, who would in turn update the student's degree completion records.
- (4) **International Programs & Services:** To the extent that the services provided by IPS directly impact the strength and sustainability of the IS Program, the review team endorses the addition of staff to this office, especially as short-term faculty-led study abroad programs proliferate, the number of students in the IS Program and the Honors College who seek out such opportunities rises, and the quantity of international students admitted to WCU grows with the expansion of internationalization efforts across the campus.
- (5) **Intercultural Competence:** All interviewed alumni singled out their Intercultural Communication course as the most significant curricular feature of the major (outside of the Program's "core" courses). They emphasized that the information and skills learned in that course had everyday application in their professional and personal lives. For this reason and given Assessment Objective 3, the team recommends that intercultural competence development be made a more explicit component of the major. Since one course on the topic is insufficient to achieve that end, however, that feature should be promoted in other aspects of the major, especially in the intro and capstone "core" courses. Such an adjustment would also entail training in intercultural development theory for the faculty who deliver those courses and assess this competence. As discussed above, the programs and products around intercultural development provided by IDI/LLC might offer an excellent basis for this initiative.

APPENDIX 1

DEGREE AUDIT: Special Programs in International and Global Studies MAJOR and SECOND MAJOR: IGS: 30 hours

Name: _____ Student ID#: _____ Catalog Term: _____

IGS Concentration: _____ Other Major(s): _____ Minor(s): _____
General: International & Global Affairs & Development (**A&D**), International & Global Arts & Belief Systems (**A&BS**), International & Global Human Rights (**HR**)
Regional: Asians Studies (**ASNS**), Latin American & Caribbean Studies (**LACS**), Russian Studies (**RUSS**)

A. Language Requirement (6 s.h. @ the 300+ levels): Language must be appropriate to region for Regional Studies concentrations; native speakers of a language other than English may *wave* the requirement pending director approval (in which case 6 s.h. of upper-level work will be added to Additional Courses). (T=Transfer; IP=In Progress)

Term	Subj/Crse	Course Title	Grade	Concent	WI/SI	Hours

B. Core Courses (6 s.h.): 3 s.h. **"Intro Core"** (IGS 200, IGS 210, IGS 213, or approved equiv.) + 3 s.h. **Capstone Seminar** (IGS 400 or approved equiv.). *Note:* IGS 400 carries both the WI & SI markers. (T=Transfer; IP=In Progress)

Term	Subj/Crse	IGS Equiv.	Course Title	WI/SI	Hours

C. Additional Courses (18 s.h. @ the 200+ levels, incl. at least 9 s.h. at the 300+ levels): All courses must involve *at least 51%* international or global content and fall into one of the following IGS content categories: Society & Politics (**S&P**); Economics & Development (**E&D**); Arts & Literature (**A&L**); Belief Systems & Cultures (**BS&C**). *Note:* for **A&D, A&BS, HR, at least 15 s.h.** must coincide with the student's concentration, incl. *at least 9 s.h. at the 300+ levels*; for **ASNS, LACS, RUSS, at least 12 s.h.** must coincide with the student's concentration, incl. *at least 6 s.h. at the 300+ levels*. **For more details** on category designations and requirements for each concentration, see the [Undergraduate Bulletin](#) for your Catalog Term and the [Course Lists](#) linked from the [IGS Website](#). **Distribution requirement: For ALL concentrations, students are limited to 9 s.h. in a single category with no more than 6 s.h. in any other.** (T=Transfer; IP=In Progress)

Term	Subj/Crse	Course Title	Category	Concent	WI/SI	Hours

Total Hours (A-C, above): Normally, all majors will complete a total of **30 s.h.**

D. International/Global Experience (IGE): Majors with Cat. Terms starting Fall 2014 must meet the IGE requirement. **For more details**, see the [Undergraduate Bulletin](#).

Study Abroad Experience Completed _____ In Progress _____ Site(s): _____ Term(s) _____

Qualified Alternative (by approval of Director only): _____

Comments/Waivers (department use only):

Approved by: _____, Director, IGS Date: _____

APPENDICES

APPENDIX 2: UNCG/IGS Assessment Plan (2014-15)

University of North Carolina at Greensboro

Provost & Academic Affairs

College of Arts and Sciences

International & Global Studies

SLO01: Research

Providing Department: International and Global Studies (BA)

Statement

“Students will be able to locate and comprehend information provided by a range of authoritative sources pertinent to the study of international and global issues.”

Start Date: 7/1/2009

End Date: 6/30/2016

SLO Status: In Process

Entry Status: Final

Responsible Roles: Roberto Campo: records research, data collection, findings interpretation

Related Items

SLM01: Research: Exit Interview

Providing Department: International and Global Studies (BA)

Source of Evidence

Source of Evidence: Exit interviews with grads/program completers

INDIRECT MEASURE: Exit interview (EI): Exit interviews will be conducted by the IGS Program director with a sample of graduating IGS majors. Among those interviewed, eighty percent **(80%)** will rate their ability to locate and comprehend information provided by a range of authoritative sources pertinent to the study of international and global issues as at least **"Very Good,"** or **4.0** out of 5.0, on a on a scale of 5 to 1, where 5 = "Excellent" and 1 = "Unacceptable."

Start Date: 7/1/2009

End Date: 6/30/2016

Entry Status: Final

Responsible Roles: Roberto Campo: interviewer & results reporting

SLF01: 2014-2015 Finding for Research: Exit Interview

Providing Department: IGS (BA) International and Global Studies

Target: Among the graduating majors interviewed, eighty percent (**80%**) will rate their ability to locate and comprehend information provided by a range of authoritative sources pertinent to the study of international and global issues as at least "**Very Good,**" or **4.0** out of 5.0.

Finding Status:**Description**

Start Date: 7/1/2013

End Date: 6/30/2015

Entry Status: Final

Responsible Roles: Roberto Campo: interviewer & results reporting

SLM02: Research: Capstone Final Research Paper

Providing Department: International and Global Studies (BA)

Source of Evidence

Source of Evidence: Capstone course assignments measuring mastery

DIRECT MEASURE: Capstone Research Project (CRP): A sampling of final research papers produced by IGS majors for IGS 400: "Capstone Seminar in International and Global Studies" (or its equivalent) will be collected and evaluated each semester. Eighty percent (**80%**) of those papers will earn a **minimum rating of "Good,"** or **3.5** on a scale of 5 to 1, where 5 = "Excellent" and 1 = "Unacceptable," on the "Research" sub-scale rubric for that assignment.

Start Date: 7/1/2009

End Date: 6/30/2016

Entry Status: Final

Responsible Roles: Roberto Campo: results reporting; IGS Advisory Committee: readers/evaluators

SLF02: 2014-2015 Finding for Research: Capstone Research Project

Providing Department: IGS (BA) International and Global Studies

Target: Eighty percent (**80%**) of the **CRPs** assessed will earn a **minimum rating of "Good,"** or **3.5** on a scale of 5 to 1, where 5 =

"Excellent" and 1 = "Unacceptable," on the "Research" sub-scale rubric for that assignment.

Finding Status:

Description:

Start Date: 7/1/2013

End Date: 6/30/2015

Entry Status: Final

Responsible Roles: Roberto Campo

SLO02: Critical Analysis and Evaluation

Providing Department: International and Global Studies (BA)

Statement

“Students will be able to analyze critically and evaluate international and global issues through the application of research.”

Start Date: 7/1/2009

End Date: 6/30/2016

SLO Status: In Process

Entry Status: Final

Responsible Roles: Roberto Campo

SLM03: Crit Anal/Eval: Exit Interview

Providing Department: International and Global Studies (BA)

Source of Evidence

Source of Evidence: Exit interviews with grads/program completers

INDIRECT MEASURE: Exit interview (EI): Exit interviews will be conducted by the IGS Program director with a sample of graduating IGS majors. Among those interviewed, eighty percent (**80%**) will rate their ability to analyze critically and evaluate international and global issues through the application of research as at least **"Very Good,"** or **4.0** out of 5.0, on a scale of 5 to 1, where 5 = "Excellent" and 1 = "Unacceptable."

Start Date: 7/1/2009

End Date: 6/30/2016

Entry Status: Final

Responsible Roles: Roberto Campo: interviewer & results reporting

SLF03: 2014-2015 Finding for Crit Anal/Eval: Exit Interview

Providing Department: IGS (BA) International and Global Studies

Target: Among the graduating majors interviewed, eighty percent (**80%**) will rate their ability to analyze critically and evaluate international and global issues through the application of research as at least "**Very Good,**" or **4.0** out of 5.0.

Finding Status:

Description

Attachment

Start Date: 7/1/2013

End Date: 6/30/2015

Entry Status: Final

Responsible Roles: Roberto Campo: interviewer & results reporting

SLM04: Crit Anal/Eval: Capstone Final Research Paper

Providing Department: International and Global Studies (BA)

Source of Evidence

Source of Evidence: Capstone course assignments measuring mastery

DIRECT MEASURE: Capstone Research Project (CRP): A sampling of final research projects produced by IGS majors for IGS 400: "Capstone Seminar in International and Global Studies" (or its equivalent) will be collected and evaluated each semester. At least eighty percent (**80%**) will rate this objective as "**Good,**" or **3.5** on a scale of 5 to 1, where 5 = "Excellent" and 1 = "Unacceptable," on the "Critical Analysis/Evaluation" sub-scale rubric for that assignment.

Start Date: 7/1/2009

End Date: 6/30/2016

Entry Status: Final

Responsible Roles: Roberto Campo: results reporting; IGS Advisory Committee: readers/evaluators

Related Items

SLF04: 2014-2015 Finding for Crit Anal/Eval: Capstone Final Research Paper

Providing Department: IGS (BA) International and Global Studies

Target: Eighty percent (**80%**) of those papers will earn a minimum rating of "**Good,**" or **3.5** on a scale of 5 (excellent) to 1 (unacceptable).

Finding Status:**Description:****Start Date:** 7/1/2013**End Date:** 6/30/2015**Entry Status:** Final**Responsible Roles:** Roberto Campo**SLO03: Intercultural Competence****Providing Department:** IGS (BA) International and Global Studies**Statement****“Students will be able to understand accurately and adapt behavior appropriately to cultural difference and commonality”****Start Date:** 7/1/2009**End Date:** 6/30/2016**SLO Status:** In Process**Entry Status:** Final**Responsible Roles:** Roberto Campo: records research and results reporting**SLM05: Intercultural Competence: Exit Interview****Providing Department:** IGS (BA) International and Global Studies**Source of Evidence**

Source of Evidence: Exit interviews with grads/program completers

INDIRECT MEASURE: Exit interview (EI): Exit interviews will be conducted by the IGS Program director with a sample of graduating IGS majors. Among those interviewed, eighty percent (**80%**) will rate their ability to understand accurately and adapt behavior appropriately to cultural difference and commonality as at least **"Very Good,"** or **4.0** out of 5.0, on a on a scale of 5 to 1, where 5 = "Excellent" and 1 = "Unacceptable."**Start Date:** 7/1/2009**End Date:** 6/30/2016**Entry Status:** Final**Responsible Roles:** Roberto Campo: interviewer & results reporting**SLF05: 2014-2015 Finding for Intercultural Competence: Exit Interview**

Providing Department: IGS (BA) International and Global Studies

Target: Among the graduating majors interviewed, eighty percent **(80%)** will rate their ability to understand accurately and adapt behavior appropriately to cultural difference and commonality as at least **"Very Good,"** or 4.0 out of 5.0.

Finding Status:

Description

Start Date: 7/1/2013

End Date: 6/30/2015

Entry Status: Final

Responsible Roles: Roberto Campo: interviewer & results reporting

Related Items

SLM06: Intercultural Competence: Study Abroad/GLP

Participation /Volunteering

Providing Department: International and Global Studies (BA)

Source of Evidence

Source of Evidence: Academic Direct Measure

DIRECT MEASURE: Participation in Study Abroad, the GLP, or community volunteering/interning with community organizations serving immigrant and refugee groups in the greater-Greensboro area.

Start Date: 7/1/2012

End Date: 6/30/2016

Entry Status: Final

Responsible Roles: Roberto Campo: records research and results reporting

SLF06: 2013-2014 Finding for Intercultural Competence: Study

Abroad/GLP Participation/Volunteering

Providing Department: IGS (BA) International and Global Studies

Target: At least fifty percent **(50%)** of its majors will have done at least **one (1) of the following** by the time of graduation:

1. completed a University-recognized long-term (1 semester or 1 year) or short-term (3-6 weeks carrying a minimum of 6 s.h. of university credit) study abroad experience;
2. participated in the GLP;
3. volunteered to serve immigrant and refugee groups in the greater-Greensboro area.

Finding Status:

Description

Attachment

Start Date: 7/1/2013

End Date: 6/30/2015

Entry Status: Final

Responsible Roles: Roberto Campo: records research and results reporting

SLM07: Intercultural Competence: Intercultural Development Inventory (IDI) results

Providing Department: International and Global Studies (BA)

Source of Evidence

Source of Evidence: Academic Direct Measure

DIRECT MEASURE: Intercultural Development Inventory (IDI):

Beginning fall 2013, IGS majors taking IGS 400: "Capstone Seminar in IGS," the final required core course for the IGS major typically taken in the student's final semester of undergraduate study at UNCG, were administered the IDI (Intercultural Development Inventory), the rigorously validated, theory-based instrument for assessing intercultural competence development used across the country and by UNCG's International Programs Center. After being introduced to the developmental model created by Milton Bennett and updated by Mitchell Hammer, IGS 400 students were asked to complete the online version of the IDI; the results were then reported to each student in 30-minute individual debriefing sessions where they received both their "Individual Profile Report" and their "Individual Intercultural Development Plan." All students were asked to work on enhancing their intercultural competence based on their IDI results and corresponding development plan recommendations through the semester; the results of those efforts were submitted to the instructor in a 2-page "Intercultural Development Reflection" at the end of the course.

Start Date: 7/1/2013

End Date: 6/30/2016

Entry Status: Final

Responsible Roles: Roberto Campo: records research and results reporting

SLF07: 2013-2014 Finding for Intercultural Competence: IDI

Providing Department: IGS (BA) International and Global Studies

Target: At least fifty percent (**50%**) of the IGS majors taking the IDI in IGS 400: "Capstone Seminar in IGS" will attain a **minimum developmental orientation (DO) score of 109** (on a scale ranging from 55 to 145) on the IDI. This score represents a development orientation **on the cusp of Acceptance**, the point at which a person *"recognizes and appreciates patterns of cultural difference and commonality in one's own and other cultures."*

Finding Status:

Description

Attachment

Start Date: 7/1/2013

End Date: 6/30/2015

Entry Status: Final

Responsible Roles: Roberto Campo: records research and results reporting

SLO04: Communication Skills

Providing Department: International and Global Studies (BA)

Statement

"Students will be able to communicate relevant facts and argue positions, orally and in writing, in a clear and persuasive manner, appropriate to a given audience and occasion, relating to international and global topics."

Start Date: 7/1/2009

End Date: 6/30/2016

SLO Status: In Process

Entry Status: Final

Responsible Roles: Roberto Campo: results reporting

SLM08: Com Skills: Exit Interview

Providing Department: International and Global Studies (BA)

Source of Evidence

Source of Evidence: Exit interviews with grads/program completers

INDIRECT MEASURE: Exit interview (EI): Exit interviews will be conducted by the IGS Program director with a sample of graduating IGS majors. Among those interviewed, eighty percent (**80%**) will rate their ability to present, orally and in writing, clear and persuasive arguments appropriate to an audience and occasion on international and global topics as at least **"Very Good,"** or **4.0** out of 5.0, on a scale of 5 to 1, where 5 = "Excellent" and 1 = "Unacceptable."

Start Date: 7/1/2009

End Date: 6/30/2016

Entry Status: Final

Responsible Roles: Roberto Campo: interviewer & results reporting

Related Items

SLF08: 2013-2014 Finding for Com Skills: Exit Interview

Providing Department: IGS (BA) International and Global Studies

Target: Among the graduating majors interviewed, eighty percent (**80%**) will rate their ability to present, orally and in writing, clear and persuasive arguments appropriate to an audience and occasion on international and global topics as at least "**Very Good,**" or **4.0** out of 5.0

Finding Status:

Description

Attachment

Start Date: 7/1/2013

End Date: 6/30/2015

Entry Status: Final

Responsible Roles: Roberto Campo: interviewer & results reporting

SLM09: Com Skills (Writing): Capstone Final Rsch Paper

Providing Department: International and Global Studies (BA)

Source of Evidence

Source of Evidence: Capstone course assignments measuring mastery

DIRECT MEASURE: Capstone Research Project (CRP): A sampling of final research papers produced by IGS majors for IGS 400: "Capstone Seminar in International and Global Studies" (or its equivalent) will be collected and evaluated each semester. Eighty percent (**80%**) of those papers will earn a minimum rating of "**Good,**" or **3** on a scale of 5 to 1, where 5 = "Excellent" and 1 = "Unacceptable," on the "Writing Skills" sub-scale rubric for that assignment.

Start Date: 7/1/2009

End Date: 6/30/2016

Entry Status: Final

Responsible Roles: Roberto Campo: results reporting; IGS Advisory Committee: readers/evaluators

SLF09: 2013-2014 Finding for Com Skills (Writing): Capstone Final Rsch Paper

Providing Department: IGS (BA) International and Global Studies

Target: Eighty percent (**80%**) of those papers will earn a minimum rating of "**Good,**" or **3** on a scale of 5 (excellent) to 1 (unacceptable).

Finding Status:

Description:**Attachment:****Start Date:** 7/1/2013**End Date:** 6/30/2015**Entry Status:** Final**Responsible Roles:** Roberto Campo: results reporting; IGS Advisory Committee: readers/evaluators**SLM10: Com Skills (Speaking): Capstone Oral Project (COP)****Providing Department:** International and Global Studies (BA)**Source of Evidence**

Source of Evidence: Results from COP

DIRECT MEASURE: Capstone Oral Project: IGS 400 has been approved to carry the Speaking Intensive (SI) marker by the Speaking-Intensive committee of the General Education Program. Among the related requirements for the course is a **capstone oral project** assessed by the instructor(s) using a rubric calibrated on a 5-point scale (where 5 = Excellent; 1 = Unsatisfactory). The results for IGS majors completing this assignment are reported to the IGS Director and used to assess the speaking dimension of Objective 4; "satisfaction" is defined as a minimum rating of **"Very Good,"** or **4** on a scale of 5 to 1, where 5 = "Excellent" and 1 = "Unacceptable." Target: Eighty percent (80%) of IGS majors will earn a minimum score of 4 ("Very Good") on the rubric employed by IGS 400 instructors to evaluate the final oral project for the course.

Start Date: 7/1/2012**End Date:** 6/30/2016**Entry Status:** Final**Responsible Roles:** Roberto Campo: results reporting; IGS 400 Instructor: evaluator**SLF10: 2013-2014 Finding for Com Skills (Speaking): Capstone Final Oral****Providing Department:** IGS (BA) International and Global Studies**Target:** Eighty percent (**80%**) of IGS majors will earn a minimum score of **4** (**"Very Good"**) on the rubric employed by IGS 400 instructors to evaluate the final oral project for the course.**Finding Status:****Description**

Attachment :**Start Date:** 7/1/2013**End Date:** 6/30/2015**Entry Status:** Final**Responsible Roles:** Roberto Campo: results reporting; IGS 400 Instructor: evaluator

SLO05: Foreign Language

Providing Department: International and Global Studies (BA)**Statement****“Students will attain a third-year-level college proficiency in a foreign language.”****Start Date:** 7/1/2009**End Date:** 6/30/2016**SLO Status:** In Process**Entry Status:** Final**Responsible Roles:** Roberto Campo: records research and results reporting**Related Items**

SLM11: For Lang: Successful Completion of IGS FL Req

Providing Department: International and Global Studies (BA)**Source of Evidence**

Source of Evidence: Academic Direct Measure

DIRECT MEASURE: Completion of IGS Foreign Language Requirement

(FLR) with a minimum average of **3.0/4.0** in associated FL course work: Majors will complete the IGS FLR: six [6] s.h. of a foreign language at the 300 level or above. Target: Among those, seventy percent (**70%**) will earn a minimum aggregate average of **3.0 (B)** for the six (6) hours of upper-level FL course work credited toward the requirement. This average is consistent with an "Intermediate-Low" level on the ACTFL Proficiency Scale for FL production skills (writing and speaking) and is used to define "third-year-level college proficiency" for IGS. (**NOTES:** Native speakers of a language other than English are allowed to waive the FLR [with six hours to be added to IGS electives]; where so waived, they will be excluded from this measure. Majors completing the FLR at a foreign university and transferring ALL course credit without quality-point values will likewise be excluded from this measure; where a student earns at least 3 sh for quality points at UNCG, those quality points will be calculated for assessment here.) (**Evidence:** 2014-15 Final IGS Degree Audits or Degree Evaluations)

Start Date: 7/1/2009**End Date:** 6/30/2016**Entry Status:** Final

Responsible Roles: Roberto Campo: records research and results reporting

SLF11: 2013-2014 Finding for Foreign Language: Successful Completion of IGS FL Req

Providing Department: IGS (BA) International and Global Studies

Target: Among the graduating majors assessed, seventy percent (**70%**) will earn an aggregate average of **3.0 (B)** for the six (6) hours of upper-level FL course work credited toward the requirement.

Finding Status:

Description

Other Details:

Attachment:

Start Date: 7/1/2013

End Date: 6/30/2015

Entry Status: Final

Responsible Roles: Roberto Campo: records research and results reporting

APPENDICES

APPENDIX 3: UNCG/IGS Assessment Rubrics

PROGRAM OBJECTIVE (1): RESEARCH: *Students will be able to locate and comprehend information provided by a range of authoritative sources pertinent to the study of international and global issues.* **MEASURE (Direct):** Eighty percent (80%) of IGS students will receive a minimum overall score of 3 (“Good”) on the “Research” sub-scale rubric employed to evaluate the final research paper for IGS 400.

RESEARCH RUBRIC

Semester/Year _____

	RATING/ PRODUCT					
SKILL	5 (Excellent)	4 (Very good)	3 (Good)	2 (Fair)	1 (Unacceptable)	Score
1) Ability to locate sources	○ 10+ sources cited and/or listed in bibliography.	○ 8-9 sources cited and/or listed in bibliography.	○ 4-7 sources cited and/or listed in bibliography.	○ 1-3 sources cited and/or listed in bibliography.	○ 0 sources cited; no bibliography.	
2) Ability to use research reference styles (APA, MLA, Chicago, etc.) in bibliography, footnotes/endnotes, and parenthetical notation appropriate to the assignment	○ Correct use of all applicable style conventions	○ Rare and minor errors, generally confined to inconsequential details of formatting, punctuation, and/or abbreviations (e.g., failure to use “Ed.” to introduce an editor; “Pp.” to introduce page numbers, etc.). Otherwise good control.	○ Some errors, esp. in punctuation, formatting, and presentation of required details (e.g., indication of date or place of publication). Control is evident but somewhat inconsistent.	○ Many errors of various and significant types. Control is marginal.	○ No apparent understanding of reference styles.	
3) Range of source types (beyond course textbook[s]) (e.g., scholarly book, scholarly article [printed or online], scholarly lecture, periodical article [printed or online], organization website, web article, newscast, etc.)	○ 6(+) source types (beyond textbook).	○ 4-5 source types (beyond textbook).	○ 3 source types (beyond textbook).	○ 2 source types (beyond textbook or web articles).	○ No or 1 source type consulted (or textbook only).	
4) Comprehension of sources	○ Cites and/or lists sources with <i>detailed</i> explanation and <i>evaluation</i> of meaning and/or <i>clear</i> relevance to discussion.	○ Cites and/or lists sources with <i>developed</i> explanation of their meaning and/or relevance to discussion.	○ Cites and/or lists sources with <i>some</i> explanation of their meaning and/or relevance to discussion.	○ Cites and/or lists sources with <i>minimal</i> explanation of meaning and/or relevance to discussion.	○ <i>No</i> source references, or references <i>without</i> commentary or apparent understanding of meaning and/or relevance to discussion.	
					AVERAGE TOTAL SCORE	

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PROGRAM OBJECTIVE (2): CRITICAL ANALYSIS AND EVALUATION: *Students will be able to analyze critically and evaluate international and global issues through the application of research.* **MEASURE (Direct):** Eighty percent (80%) of IGS students will receive a minimum overall score of 3 ("Good") on the "Critical

Analysis & Evaluation" sub-scale rubric employed to evaluate the final research paper for IGS 400.

Semester/Year _____

	RATING/ PRODUCT					
SKILL	5 (Excellent)	4 (Very good)	3 (Good)	2 (Fair)	1 (Unacceptable)	Score
5) Ability to identify and explain issues	<p style="text-align: center;">○</p> <p>Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; also identifies implicit or embedded issues addressing their connection(s) to each other.</p>	<p style="text-align: center;">○</p> <p>Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions, but does not identify implicit or embedded issues.</p>	<p style="text-align: center;">○</p> <p>Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions.</p>	<p style="text-align: center;">○</p> <p>Identifies main issues but does not summarize or explain them clearly or sufficiently.</p>	<p style="text-align: center;">○</p> <p>Fails to identify, summarize, or explain the main problems or questions; represents the issues inaccurately or inappropriately.</p>	
6) Ability to frame a position on a given topic and to acknowledge other perspectives	<p style="text-align: center;">○</p> <p>Formulates a clear and precise position on a given topic supported by an explanation of its strengths while acknowledging objections and rival positions and providing convincing replies to these.</p>	<p style="text-align: center;">○</p> <p>Formulates a clear and precise position on a given topic supported by an explanation of its strengths but only marginally recognizes objections and/or rival positions and possible replies to these.</p>	<p style="text-align: center;">○</p> <p>Formulates a reasonably clear position on a given topic with only a marginal explanation of its strengths and no detectable awareness of objections and/or rival positions.</p>	<p style="text-align: center;">○</p> <p>Formulates a vague and indecisive position on a given topic with no real explanation of its strengths or awareness of objections or rival positions.</p>	<p style="text-align: center;">○</p> <p>Fails to formulate or clearly express a position on a given topic or to acknowledge any standing perspectives surrounding it.</p>	
7) Ability to evaluate evidence surrounding an issue	<p style="text-align: center;">○</p> <p>Identifies and rigorously evaluates all important evidence offered; provides relevant new data or information for consideration.</p>	<p style="text-align: center;">○</p> <p>Identifies all important evidence and evaluates it appropriately, but may not offer pertinent new data or information for consideration.</p>	<p style="text-align: center;">○</p> <p>Identifies most important evidence but only marginally evaluates its credibility and offers no new data or information.</p>	<p style="text-align: center;">○</p> <p>Identifies only some relevant evidence and fails to evaluate its credibility or to offer new data or information.</p>	<p style="text-align: center;">○</p> <p>Fails to identify any relevant evidence or information.</p>	
4) Ability to evaluate implications, conclusions, and consequences of an issue	<p style="text-align: center;">○</p> <p>Identifies and thoroughly discusses implications, conclusions, and consequences, considering all relevant assumptions, contexts, data, and evidence.</p>	<p style="text-align: center;">○</p> <p>Identifies and briefly discusses implications, conclusions, and consequences considering several relevant assumptions, contexts, data, and evidence.</p>	<p style="text-align: center;">○</p> <p>Suggests some implications, conclusions, and consequences, considering only a few relevant assumptions, context, data, and evidence.</p>	<p style="text-align: center;">○</p> <p>Minimally discusses implications, conclusions, and consequences without clear reference to context, assumptions, data, or evidence.</p>	<p style="text-align: center;">○</p> <p>Fails to identify implications, conclusions, and consequences or key relationships among other elements of an issue, e.g., assumptions, contexts, data, or evidence.</p>	
					AVERAGE TOTAL SCORE	

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PROGRAM OBJECTIVE (4a): COMMUNICATION SKILLS (WRITING): *Through writing, students will be able to frame a clear and persuasively argued thesis that also demonstrates a proper control of the relevant formal elements and an awareness of a given audience or occasion.* **MEASURE (Direct):** Eighty percent (80%) of IGS students will receive a minimum overall rating of 3 (“Good”) on the “Writing Skills” sub-scale rubric employed to evaluate the final research paper for IGS 400.

COMMUNICATION SKILLS (WRITING) RUBRIC

Semester/Year _____

	RATING/ PRODUCT					
SKILL	5 (Excellent)	4 (Very good)	3 (Good)	2 (Fair)	1 (Unacceptable)	Score
8) Ability to frame a clear and relevant thesis	○ Thesis is exceptionally clear and exceeds assignment requirements.	○ Thesis is clear and closely matches the assignment.	○ Thesis is somewhat clear and reasonably addresses the assignment.	○ Thesis is somewhat vague OR only loosely related to the assignment.	○ Reader cannot determine thesis OR thesis has no relation to the assignment.	
9) Ability to support a thesis in a persuasively argued manner	○ Highly logical, insightful, and in-depth development of thesis. Consistently convincing arguments and germane examples. Very intentional and effective sequencing of ideas and transitions.	○ Logical development of thesis with some insight and depth. Arguments and examples generally appropriate to thesis. Generally intentional and effective sequencing of ideas and transitions.	○ Somewhat logical development of thesis but little insight or depth. Some arguments and examples but not always germane. Some sequencing of ideas and transitions but not always intentional or effective.	○ Marginally logical development. Supporting evidence often too broad, uninterpreted, extraneous to thesis, or repetitive. Few or no transitions and abrupt or illogical shifts in ideas.	○ No apparent logical development. Simplistic, undeveloped, or cryptic support for ideas. Inappropriate generalizations, faulty assumptions, errors of fact. Uncontrolled sequencing and no transitions.	
10) Ability to control relevant formal elements (e.g., grammar, spelling, lexical selection & variety, punctuation, sentence structure & variety, paragraphing, formatting)	○ Essentially error free. Evidence of superior control of all formal elements.	○ Strong control of all formal elements with occasional errors that do not interfere with meaning.	○ Good control of formal elements with occasional errors that may impact meaning.	○ Repeated weaknesses in control of formal elements with a pattern of flaws that disrupts meaning.	○ Formal errors so severe that writer’s meaning is hidden.	
4) Audience awareness	○ Awareness is that of an expert who, with rhetorical sophistication, consistently and skillfully anticipates the needs of a variety of possible readers.	○ Awareness is very clear with evidence of some rhetorical shifting to meet the needs of different readers.	○ Awareness is somewhat apparent with some (but not consistent) success in meeting the needs of a specific reader.	○ Awareness is barely apparent with novice-level rhetorical skills in addressing the needs of a given reader.	○ No apparent awareness of audience or control of rhetorical conventions. Egocentric: a written form of speech for oneself.	
					AVERAGE TOTAL SCORE	

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PROGRAM OBJECTIVE (4b): COMMUNICATION SKILLS (SPEAKING): *In an oral presentation, students will frame a clear and persuasively argued thesis that also demonstrates a proper control of the relevant elements of oral delivery and an awareness of a given audience or occasion.* **MEASURE (Direct):** Eighty percent (80%) of IGS students will receive a minimum overall rating of 3 (“Good”) on the “Speaking Skills” sub-scale rubric employed to evaluate the final oral project for IGS 400.

COMMUNICATION SKILLS (SPEAKING) RUBRIC

Semester/Year _____

SKILL	PRODUCT/RATING					SCORE
	5 (Excellent)	4 (Very good)	3 (Fair)	2 (Fair)	1 (Unacceptable)	
11) Selects topic consistent w/ task & issue; suited to audience & occasion	○ Topic <i>especially</i> suited to task & issue; <i>highly</i> intentional about audience & occasion	○ Topic related to task & issue; appropriate to audience/occasion	○ Topic <i>somewhat</i> related to task & issue; <i>some</i> consideration of audience & occasion	○ Topic <i>marginally</i> related to task or issue; <i>marginally</i> appropriate to audience & occasion	○ Topic <i>unrelated</i> to task & issue; <i>no</i> apparent regard for audience or occasion	
12) Presents clear & relevant information in a manner suited to audience & occasion	○ Facts/info <i>very</i> detailed, useful and interesting; <i>great</i> clarity; <i>highly</i> intentional about audience/occasion	○ Facts/info relevant, useful, & clear; appropriate to audience/occasion	○ Facts/info <i>somewhat</i> relevant, useful, & clear; <i>some</i> attention to audience/occasion	○ Facts/info <i>marginally</i> relevant & useful; <i>minimally</i> clear presentation; <i>marginally</i> appropriate to audience/occasion	○ <i>No</i> or irrelevant facts; lacks clarity; <i>no</i> apparent regard for audience/occasion	
13) Presents a clear thesis & defends it with appropriate facts & logical argumentation	○ A <i>well</i> defined & <i>original</i> thesis; defended w/ <i>varied</i> & <i>timely</i> facts & <i>very convincing</i> arguments	○ A clear, but <i>not original</i> , thesis; defends with appropriate facts & <i>acceptable</i> logic	○ A <i>somewhat clear</i> thesis supported by; <i>limited</i> facts; <i>little detectable</i> argumentation	○ Thesis is <i>barely detectable</i> ; ideas supported with <i>very few</i> , facts; <i>minimal</i> argumentation	○ <i>No</i> detectable thesis; <i>no</i> supporting facts; <i>no</i> apparent logic or argumentation	
14) Uses eyes, gestures, intonation, ancillaries appropriate to audience, & occasion	○ <i>Excellent</i> use of eyes, gestures, intonation, ancillaries; <i>interactive</i> w/ audience; <i>highly intentional</i> about occasion	○ Appropriate use of eye contact & gestures; <i>good</i> tonal variety & use of ancillaries; suited to audience & occasion	○ <i>Some</i> eye contact; <i>some</i> variety in gestures & ancillaries; <i>some</i> interaction with audience & attention to occasion	○ <i>Minimal</i> eye contact & gestures; <i>minimal</i> tonal variety; <i>few</i> ancillaries; <i>marginal</i> interaction w/ audience; <i>marginally</i> suited to occasion	○ <i>No</i> or minimal eye contact; <i>no</i> gestures; monotone; <i>no</i> ancillaries; <i>no</i> apparent regard for audience or occasion	
					TOTAL OVERALL SCORE	