**2012-2013 CLASS FACT Assessment Year End Report, June, 2013**

|  |  |  |
| --- | --- | --- |
| **Program Name(s)** | **FACT Faculty Fellow** | **Program Director** |
| **International Studies** | **Norman Bowen** | **Norman Bowen** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. New 2012-2013 Program Student Learning Outcomes**

|  |
| --- |
| Students graduating with a B.A. in International Studies from Cal State East Bay will be able to:   1. demonstrate cross-cultural understanding and competencies, including second language acquisition; 2. demonstrate an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability; 3. demonstrate the ability to research, write and communicate orally about complex international issues both individually and through collaborative learning and teamwork; 4. demonstrate an understanding of the theory and practice of civic engagement, both locally and globally; and 5. articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s). |

**B. Program Student Learning Outcome(s) Assessed**

|  |
| --- |
| SLO 3: demonstrate the ability to research, write and communicate orally about complex international issues both individually and through collaborative learning and teamwork;  SLO 4: demonstrate an understanding of the theory and practice of civic engagement, both locally and globally |

**C. Summary of Assessment Process**

|  |
| --- |
| INTS assessment uses two direct and one indirect method. Instructors in core courses report on SLO achievement in four areas for all INTS majors in their courses. In addition, internship supervisors provide evaluations of INTS students. INTS also administers an exit questionnaire to all graduating majors.  In 2011-2012 International Studies tracked four individual student-learning outcomes: research skills, research paper writing skills, use of concepts and theories, and oral communication. Measurement occurred primarily in INTS 3100, the upper-division integrative course and INTS 4500, the senior seminar capstone course. A separate critical thinking assessment was made in INTS 4500. Student perception of achievement growth is drawn from the annual exit questionnaire of graduating seniors.  The SLO achievement and questionnaire results are not yet available for 2013. The critical thinking results for 2013 were available and were compared with 2012. |

**D. Summary of Assessment Results (Based on 2011-2012 SLOs)**

|  |
| --- |
| **INTS Assessment Grid Course: INTS 3100 Quarter: Winter 2012 (22 students completed)**  SLO POOR FAIR GOOD EXCELLENT  SLO 3a: Research Skills.  Indicator: research paper 8 3 7 3  SLO 3b: Writings Skills  Indicator: research paper 3 6 5 4  SLO 4a: Concepts/Theories  Indicator: research paper 2 7 6 3  SLO 3c: Oral Skills  Indicator: In-class  discussion/presentations 2 7 11 2  Incompletes: 6; SCAA referrals: 7; Plagiarism: 7  **INTS Assessment Grid Course: 4500 Quarter Spring 2012 (29 students)**  SLO POOR FAIR GOOD EXCELLENT  SLO 3a: Research Skills  Indicator: seminar paper 4 5 11 7  SLO 3b: Writings Skills  Indicator: seminar paper 4 11 5 4  SLO 4a: Concepts/Theories  Indicator: Seminar readings/presentations  2 14 4 7  SLO 3c: Oral Skills  Indicator: formal seminar presentation  5 6 9 9  Incompletes: 5; SCAA referrals: 8; Plagiarism: 1  **Critical Thinking Assessment INTS 4500 Spring 2012 and Spring 2013**  SLO 4c: Ability to understand and articulate a complex model of global change and evaluate the application of the model to case studies by academic scholars.  Indicator: INTS 4500 seminar roundtable presentations  Unable Partially Able to explain Explain and critique  Spring 2012 1 12 10 7  Spring 2013 1 4 6 3  **INTS Intern Supervisor Evaluation 2011-2012**  SLO Poor Average Good Excellent  Overall 0 1 2 4  Teamwork (SLO 3d) 0 0 3 4  Writing (SLO 3b) 0 0 2 5  Oral (SLO 3C) 0 2 1 4  Analysis Comparison of the two grids shows a marked improvement in SLO achievement in research skills 10/22 good or excellent in INTS 3100 (8/22 poor); 18/29 good or excellent in INTS 4500 (4/29 poor). 19/20 said that the INTS Program had helped them to develop their research skills. [Q 36]  Writing 9/22 good or excellent in 3100 (3/22 poor; 7 plagiarists); 9/29 good or excellent in 4500 (4/29 poor; 1 plagiarist). The seminar paper is double the length of a typical course paper. Nonetheless, the percentage of good or excellent papers was sustained, the percentage of poor papers declined and the number of plagiarists declined sharply. 20/20 students replied that the INTS program helped them to develop their writing skills (Q 33].  Concepts and theories 9/22 good or excellent in 3100 (2/22 poor); 11/29 in 4500 (2 poor). Achievement declined between the two classes due to the more difficult nature of the indicator (academic level articles).  Oral skills 13/22 good or excellent in 3100 (2/22 poor); 18/29 in 4500 (5/29 poor) Achievement in oral skills decline slightly, according to the students (exit survey) due to the difficulty of a 20-minute presentation. 16/18 students said that the INTS program had helped them to develop their speaking skills. [Q 39]  Internship supervisors had generally positive evaluations of INTS majors. 6/7 were labeled good or excellent. 7/7 demonstrated good or excellent teamwork skills. 7/7 wrote well in their internship environment, much better than they performed on academic writing assignments. Oral communication skills were also rated higher than oral skills in a formal academic setting. The exit survey showed strong student satisfaction with the internships. 8/10 found the internship to be a useful component of the major. 6/6 reported a very positive internship experience. [Q8]  Program action: In response to less than desirable outcomes in the senior seminar (INTS 4500), practice in writing and research skills was redoubled in INTS 3100 and INTS 4500 a number of years ago. In addition, research workshops were added to both courses. Some students are clearly benefitting from this focus. Furthermore all students are required to consult with a reference librarian and seek the assistance of the SCAA when necessary. Most students believe that the additional writing and research practice in the courses has improved their writing and research skills. INTS also piloted oral communication speaking circles and speaking partners, though they have been difficult to sustain. The seminar capstone experience where the SLOs are “mastered” does represent a challenge for even the best students. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

|  |
| --- |
|  |

Thank you for your hard work for the past year, and have a Great Summer!