
<table>
<thead>
<tr>
<th>Program Name(s)</th>
<th>FACT Faculty Fellow</th>
<th>Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS BA</td>
<td>Michael Lee</td>
<td>Michael Lee</td>
</tr>
</tbody>
</table>

[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. Program Student Learning Outcomes**

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>demonstrate cross-cultural understanding and competencies, including second language acquisition.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 2</td>
<td>demonstrate an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability.</td>
</tr>
<tr>
<td>SLO 3</td>
<td>demonstrate the ability to research, write and communicate orally about complex international issues both individually and through collaborative learning and teamwork.</td>
</tr>
<tr>
<td>SLO 4</td>
<td>demonstrate an understanding of the theory and practice of civic engagement, both locally and globally.</td>
</tr>
<tr>
<td>SLO 5</td>
<td>Students will articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s).</td>
</tr>
</tbody>
</table>

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

Year 3: 2014-2015
1. Which SLO(s) to assess = 2.3.5
3. Sample (courses/# of students) = INTS 4100 all students supervisor evaluation; INTS 4500 (18 students)
4. Time (which quarter(s)) = INTS 4100 - F/W/Sp, INTS 4500 - Sp
5. Responsible person(s) = Director
6. Ways of reporting (how, to who) = Assessment rubric (Capstone paper and presentation), internship supervisor evaluations, exit surveys to Director.
7. Ways of closing the loop = Director reports back to INTS committee and INTS 3100 instructors in preparation of annual report with proposal for curricular reform.

C. Summary of Assessment Process

The assessment plan for the International Studies BA program identified SLOs 2, 3 and 5 to be the focus of assessment for 2014-15, a modification from previous years efforts by former Director Prof. Norman Bowen.

SLO2 has traditionally been measured by the ability of students to successfully undertake an international field experience either overseas or with an internationally focused internship provider here in the United States. The measure of success with respect to this learning outcome has been the performance evaluation received from their provider. If the student received a satisfactory performance evaluation that allowed them to pass the class with a CR, then this learning outcome is considered to have been met by the student. These are the instructions given to the student with respect to this aspect of their course evaluation, which also involves them keeping a log of observations, submitting a written paper, and participating in a debriefing, reflective interview:

“Successful completion of your work performance evaluation (you are expected to score average/adequate/satisfactory or above on every category and overall)” (See Appendix 1 for a copy of the evaluation form that students submit to their internship advisor).

SLO 3 is assessed by means of a capstone research project administered as part of INTS 4500, which is offered in the Spring quarter each year (see Appendix 2 for the syllabus). Admission to this capstone course is closely controlled by the INTS Director and only students about to graduate, having fulfilled all or most of the major requirements, can register (i.e. students are assessed as to their graduation date and, if they will graduate prior to the following Spring when the course is next to be offered, they are admitted). The research assignment is explained in the syllabus and through the rubric designed to assess the degree to which students have achieved proficiency in this SLO is presented in Appendix 3. This was shared with students from the outset along with various in-class discussions on effective research and thesis formulation.
Note that because of the completion deadline for this survey, June 8th, it will not be possible to complete this portion of the SLO assessment until the summer quarter of 2015. Prof. Lee will be working over the summer on the Q2S conversion process and will set aside sufficient time in his schedule to compile and evaluate the results. A revised assessment report will thus be submitted to CLASS before the end of the Summer quarter 2015.

SLO 5 has historically been assessed by means of an exit survey administered to students. In the past, this was given as a paper survey, which students filled in during a class session with the Director in the capstone Senior Seminar. As part of the CLASS FACT activities for 2014-15, this survey was modified slightly and created as a blackboard survey, which could be administered through the INTS 4500 course management system (see Appendix 4). Thus results would be available in an electronic format, stored for subsequent retrieval and for conversion to a database format without the need for time-consuming manual conversion. Note that because of the completion deadline for this survey, June 13th, it will not be possible to complete this portion of the SLO assessment until the summer quarter of 2015. Prof. Lee will be working over the summer on the Q2S conversion process and will set aside sufficient time in his schedule to compile and evaluate the results. A revised assessment report will thus be submitted to CLASS before the end of the Summer quarter 2015.

D. Summary of Assessment Results

Only results for SLO2 are available at the time of submitting this report (see Table 1 below). Analysis of the results for SLO3 and SLO5 and reflections on the assessment process efficacy and merits will be provided in a revised version of this report to be submitted prior to the end of the Summer quarter, 2015.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Number of Students</th>
<th>Met or exceeded SLO standard</th>
<th>Failed to meet SLO standard</th>
<th>Not yet completed (RP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Winter 2015</td>
<td>5</td>
<td>Outstanding (2)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very good (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average (0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2015</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Note that those students with an RP at the time of writing this report should have completed all requirements and submitted their work for a grade by the end of the Spring quarter 2015. Thus the full results from the year will be provided when a revised version of this assessment report is submitted later in the Summer quarter as described below.

E. Suggestions and Recommendations for the CLASS FACT Project in the Future
Suggestions and recommendations for the CLASS FACT project and for INTS assessment will be provided in a revised version of this report to be submitted prior to the end of the Summer quarter, 2015.
Appendix 1 INTS 4100 Cooperative Education Evaluation Form

Work Performance Evaluation
CSU East Bay, Career Development Center: Connecting Ability with Opportunity

To be completed by the student's work supervisor

WORK SUPERVISOR: This is a suggested performance evaluation form. This form must be completed before the end of the academic term in order for the student to receive an academic grade for this course. If your company has a standard performance evaluation form, you may use that form instead.

STUDENT: A performance evaluation form must be completed by your work supervisor. Upon completion, YOU MUST PROVIDE IT TO YOUR FACULTY ADVISOR along with a copy of your original work contract. Failure to do so will result in an INCOMPLETE grade for this course.

Student's Name: ______________________ Job Title: ______________________

Name of Company/Organization: ______________________

Supervisor's Name: ______________________

Supervisor's Job Title: ______________________ Supervisor's Phone: (____ )

Please evaluate the student's work performance based on:

QUALITY OF WORK
☑ Excellent ☐ Needs improvement
☑ Very good ☐ Poor
☐ Average

ABILITY TO LEARN
☐ Learns very quickly ☐ Needs improvement
☑ Learns readily ☐ Rather slow to learn
☑ Average learning ability ☐ Very slow to learn

ABILITY TO COMMUNICATE
☐ Clear and concise ☐ Needs improvement
☐ Very good, understandable ☐ Very good
☐ Usually satisfactory ☐ Needs improvement
☐ Lacks ability, must improve

ATTITUDE / APPLICATION TO WORK
☐ Somewhat indifferent
☐ Very enthusiastic
☑ Interested and industrious
☐ Not interested
☐ Average in diligence/intensity

JUDGMENT
☐ Exceptionally mature
☑ Above average in making decisions
☐ Usually makes right decisions
☐ Consistently bad
☐ Uses poor judgment

DEPENDABILITY
☐ Completely dependable
☑ Above average
☐ Usually dependable
☐ Reluctant/ unreliable
☐ Completely unreliable

RELATIONS WITH OTHERS
☐ Excellent interpersonal skills
☐ Works well with others
☐ Gets along satisfactorily
☐ Difficulty working with others
☐ Works poorly with others

LISTENING/COMPREHENSION
☐ Exceptional listening/comprehension skills
☐ Above average listening/comprehension skills
☐ Usually listens/comprehends well
☐ Listens/understands poorly

What traits may help or hinder the student's advancement?

Additional comments:

Overall Performance:
☐ Outstanding ☐ Marginal
☐ Very good ☐ Unsatisfactory
☐ Average

Attendance:
☐ Regular
☐ Irregular

Punctuality:
☐ Regular
☐ Irregular

Work Supervisor's Signature Date

Student's Signature Date
Appendix 2 Syllabus for INTS 4500

Professor Michael D. Lee Ph.D.  Office: RO 204
California State University, East Bay  Email: michael.lee@csueastbay.edu
Dept. of Anthropology, Geography and Environmental Studies  Tel/Voicemail: (510) 885-3155
Spring 2015  Fax: (510) 885-2353
Class ID: 1613  Course delivery system: Blackboard

INTERNATIONAL STUDIES INTS 4500-01
SEMINAR IN INTERNATIONAL STUDIES (4 units)

Classes: Monday 6:30pm-10pm
Location: Meiklejohn Hall MI 3051
Office hours: M/W 4pm-6pm or by appointment at other times – note that any changes to these office hours will be posted in advance on the announcements page.

Catalog Description: Advanced analysis and evaluation of global systems. Study of theoretical models.
Prerequisite: INTS 3100.

Course Objectives: An informal seminar format provides the setting to probe and discuss selected global issues such as poverty, development, human rights, population, world peace, ecology, climate change, culture, religion, and so forth. Students investigate individually selected topics and prepare in-depth research papers and class presentations. Students are encouraged to choose a career-related topic of personal interest. The seminar is designed to be the capstone of the International Studies major, allowing students to synthesize and review a broad range of materials introduced in earlier courses and to explore in a sustained way a selected research topic.

Course Expectations:
This is a capstone class and as such is the opportunity for you to demonstrate your mastery of the overall program learning outcomes for the INTS major as stated in the university catalog:

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.
5. articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s).

As such, the program expects that you will be able to perform the following during this course over and above a minimum satisfactory standard (as applicable):

1. demonstrate an understanding of and the ability to use concepts and theories related to globalization.
2. research a topic in international studies (normally related to the Emphasis) using traditional and electronic research materials appropriate for an academic project.
3. write a 20-page analytic paper in college-level academic English.
4. make a 15-20 minute professional-quality presentation on your thesis project.
5. contribute regularly to a student-centered seminar format, demonstrating academic maturity and rigor in peer interactions.
6. integrate the subject matter and perspectives of the required courses in the International Studies major in seminar discussions and in your individual work.
7. assess the International Studies Program in terms of your personal academic growth and expectations by completion of the exit survey.

Course Format: This course employs a seminar format in which students are responsible for preparing, presenting, and debating selected chapters from the required text and from their individual research. During the initial phase of the course, emphasis is placed on short, articulate presentations, rigorous questioning, and constructive discussion. Students offer peer evaluation of these presentations. You will be evaluated at every class session. Students are expected to use the Communication Lab to assist in improving speaking skills. In parallel, students prepare major research projects from among approved topics that are presented to the class and submitted as 20-page written papers. As needed, students will be encouraged to obtain writing assistance from the Student Center for Academic Achievement (Library second floor, 885-3674). An appointment with a research librarian is required so as to discuss your research. Tom Bickley is the INTS liaison librarian (tom.bickley@csueastbay.edu). However, any reference librarian can provide assistance. On-line assistance is also available.

Required Reading:

- Peter L. Berger, “Four faces of global culture,” The National Interest, Fall 1997 n49 p23(7)
- Peter Berger and Samuel Huntington, eds. Many Globalizations: Cultural Diversity in the Contemporary World (Oxford, 2002)
- Individually identified academic texts and journal publications as applicable to your specific research

Course Requirements: In this course, you will be expected to think critically and research and read extensively. You are expected to have read and critically assessed the listed chapters of our assigned textbook by the class date noted in the schedule. Any evidence of deliberate plagiarism, in other words the copying of a classmate’s work or of a published source and its presentation as your own, will result in your receiving zero or worse. Turnitin software will be used in the event that a piece of work seems plagiarized. Any time you use a piece of information from a source, either in your discussion posts or in your assignments, you must diligently reference where it came from and list the full citation at the end of your text. Never cite by simply pasting in a URL. The style guide for this class is that of the American Political Science Association and must be rigidly adhered to (http://www.apsanet.org/files/APSASStyleManual2006.pdf). If you have any problems with the course material, with an assignment, or in attending all the classes, please contact me by telephone or by email – all legitimate instances of absence or lateness must be supported by acceptable documentation. If you are on campus, feel free to drop by and see me.

Evaluation and Grading Procedures: You can earn a maximum of 100 points for this course. Grading will be determined by continuous assessment and will be explained with each assignment component. The course is worth 4 units of credit. All course activities will be evaluated and will count toward the final grade in the class. Active, regular participation in the class is essential to successful completion of the course.

- General participation (20 points), including presentations of chapters from the book and presentations of your sources, as well as class discussion
- Project oral presentation and questions (20 points).
- Project preliminaries, including, outlines, bibliographies, and research notes (20 points).
- Completed paper in proper APSA format (40 points).
<table>
<thead>
<tr>
<th></th>
<th>Grade Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent work, generally top 10-20% of class. (A- = 90-92, A = &gt;=93)</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>Good work, average to above average achievement. (B- = 80-83, B = 84-86, B+ = 87-89)</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>Adequate work, average to below average achievement. (C- = 70-73, C = 74-76, C+ = 77-79)</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>Pass, but below average achievement. (D = 60-65, D+ = 66-69)</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Fail, inadequate work compared to expectations (or due to reasons of dishonesty).</td>
<td>&lt;60%</td>
</tr>
<tr>
<td></td>
<td>C/NC</td>
<td></td>
</tr>
<tr>
<td>I/WU</td>
<td>Incompletes: You will be issued with an incomplete (I) if you fail to complete enough work to be given a fair grade, and where this is justified on grounds of illness, bereavement or other extenuating circumstances approved by the instructor. This work must be made up by an agreed date to receive an A-F grade. Where insufficient work is submitted to calculate a final grade and no instructor approval has been secured, an unauthorized incomplete will be given (WU). This work cannot be made up and thus the WU is equivalent to an F (see CSUEB catalog). WU's are normally given to students who fail to withdrawal yet never actually come to class or stop coming to class part way. I do not drop you from this class; you must do so yourself.</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Integrity:** It is the policy of the International Studies Program and of California State University to treat plagiarism as a very serious offense. The University Catalog states that students who cheat or plagiarize may be expelled, suspended, placed on probation or given a lesser sanction.

Plagiarism is generally defined as:
1) purchasing or borrowing papers from any source;
2) recycling your own paper from another class;
3) submitting a ghost-written paper;
4) copying more than four consecutive words without citing your source and enclosing the passage in quotation marks;
5) paraphrasing without giving credit for ideas (except on an exam);
6) copying work from other students (or permitting another student to copy your work);
7) reproducing the basic sentence structure from a source while inserting some synonyms or interchanging word order.

All of the above also applies to material translated from other languages. If in doubt about whether you are plagiarizing, confer with your instructor.
Please read this honesty pledge: “By enrolling in this class I agree to uphold the standards of academic integrity described in the catalog at http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html.”

You will be asked to submit this pledge to blackboard and this will constitute your official acknowledgement of this agreement. Please note that any incident of academic dishonesty that results in a grade impact must be reported to the university in an Academic Dishonesty Incident Report detailing the infraction and the action taken. The report will be filed in the Academic Affairs Office, and you will receive a copy. The report will remain on file for five years or until you graduate, whichever comes first. As your instructor, I am mandated by the university to comply with this requirement so please do not put me in that position.
Expected topic schedule, date and required readings (subject to modification posted to Blackboard announcements):

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 30</td>
<td>Review of class eligibility, general introduction, topics roundtable, research workshop.</td>
</tr>
</tbody>
</table>
| Apr 6 | Seminar roundtable on “The Four Faces of Globalization.”  
Research roundtable  
Topic proposal due with first four sources. |
| Apr 13 | Seminar roundtable on Many Globalizations chapters 1-3.  
Research roundtable  
Initial thesis statement due  
Initial literature review due |
| Apr 20 | Seminar roundtable on Many Globalizations chapters 4-6.  
Research roundtable.  
Initial outline due  
Research notes due |
| Apr 27 | Seminar roundtable on Many Globalizations chapters 7-9.  
Research roundtable.  
Revised thesis statement due |
| May 4 | Seminar roundtable on Many Globalizations chapter 10.  
Research roundtable/independent research  
Research notes update due  
Revised outline due (with bibliography) |
| May 11 | Student project presentations - peer-review sessions (3-4 groups – locations to be determined) |
| May 18 | Student project presentations – formal presentations (6-8)  
First draft of paper due |
| May 25 | Memorial Day – University Closed – No class |
| June 1 | Student project presentations – formal presentations (6-8) |
| June 8 | Student project presentations – formal presentations (4-8)  
Final paper due |

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. Students with disabilities needing accommodation should speak with the Accessibility Services [http://www20.csueastbay.edu/af/departments/as/](http://www20.csueastbay.edu/af/departments/as/).

Emergency Preparedness: If you are on campus, information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at: [http://www.aba.csueastbay.edu/EHS/emergency_mgmt.htm](http://www.aba.csueastbay.edu/EHS/emergency_mgmt.htm). Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis. It is a good idea to have emergency plans for your home situation also if you are working at home.
## Appendix 3 Capstone Research Paper (SLO3) Evaluation Rubric

<table>
<thead>
<tr>
<th>DRAFT ESSAY AND FINAL PRODUCT</th>
<th>Area of Strength</th>
<th>Competent</th>
<th>Needs Improvement</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction – on reading my introduction it will be clear what the reader will derive from this essay and why this is important.</td>
<td>The topic of your essay is clearly stated, its importance clearly explained, and the objectives (what the reader will know and understand) clearly detailed (this should include a short, crisp statement of your thesis).</td>
<td>The topic of your essay is stated, the importance discussed, and the objectives listed.</td>
<td>One of the introductory aspects are weak or missing – the topic, its importance, and its objectives</td>
<td>The topic of your essay is not clear, its importance not well explained, and its objectives not sufficiently detailed</td>
</tr>
<tr>
<td>Lit Review – on reviewing my essay, the reader will have a clear impression of the literature consulted and its breadth and depth.</td>
<td>Exhaustively researched and made excellent use of the available literature for relevant aspects (more than 20 quality sources)</td>
<td>Broadly researched and made good use of the available literature for relevant aspects but could have been more exhaustive</td>
<td>Had an adequate cross-section of available sources but could have done better – relied heavy on only a few sources for most of content</td>
<td>A less than adequate selection of available sources to inform the essay (less than 10 quality sources)</td>
</tr>
<tr>
<td>Thesis – on reading my essay, the reader will gain a clear impression of the research question I set out to address. (There should only be one main research thesis/question that your paper addresses although, as necessary, you can state additional, secondary questions related to this main thesis)</td>
<td>Major thesis (research question) is fully articulated in a manner that systematically and logically sets out the basis/framework for your subsequent supporting argumentation.</td>
<td>Major thesis (research question) is summarized and provides linkages to subsequent supporting argumentation.</td>
<td>Major thesis (research question) requires greater clarity or detail so as to match with subsequent supporting argumentation.</td>
<td>Major thesis (research question) is not clear and/or not matched with subsequent supporting argumentation.</td>
</tr>
<tr>
<td>Concepts – on reading my essay, the reader will be familiar with the key concepts needed to understand the thesis and the arguments offered</td>
<td>Key concepts related to the thesis and included in the argumentation are clearly defined and, as needed, explained as to their importance and relevance.</td>
<td>Key concepts related to the thesis and included in the argumentation are clearly defined but some are only partly explained as to their importance and relevance.</td>
<td>Key concepts related to the thesis and included in the argumentation are listed but some are inadequately defined or explained.</td>
<td>Key concepts necessary to understand the thesis and its argumentation are missing and/or inadequately defined and explained</td>
</tr>
<tr>
<td>Argument – on reading my essay, the reader will recognize and understand the arguments offered in support of my conclusions.</td>
<td>Arguments in support of thesis are well constructed and compelling – the most critical points are clearly identifiable, in a logical sequence, with obvious scaffolding, and avoiding all non-sequiturs</td>
<td>Arguments clearly support the thesis, key points are identifiable and are presented in a logical sequence avoiding non-sequiturs</td>
<td>Arguments support the thesis but the relative importance of points are not clearly apparent, or they are presented with occasional non-sequiturs</td>
<td>Arguments offered do not adequately support the thesis, are not logically sequenced, and/or contain frequent non-sequiturs</td>
</tr>
<tr>
<td>Evidence – on reading my essay, the reader will recognize and accept the validity of my arguments on the basis of the evidence provided (note that each separate evidence paraphrase needs its own citation; thus it is best to weave two or more sources together for the same argument to avoid repetitive citation and</td>
<td>Arguments are carefully and well supported by adequate data and systematically cited sources using frequent in-text citations.</td>
<td>Arguments are supported by adequate data but in-text citations are infrequent to consistently identify data sources.</td>
<td>Arguments are supported by adequate data but in-text citations are infrequent to consistently identify data sources.</td>
<td>Arguments are not made or are made without adequate supporting data.</td>
</tr>
<tr>
<td>DRAFT ESSAY AND FINAL PRODUCT</td>
<td>Area of Strength</td>
<td>Competent</td>
<td>Needs Improvement</td>
<td>Weak</td>
</tr>
<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>visible over-reliance on single sources)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Conclusion – on reading my essay, the reader will agree with the conclusions offered with respect to the thesis on the basis of the prior information provided</td>
<td>Major findings with respect to the thesis are carefully and concisely summarized while avoiding repeating prior material. Value is added by describing uncertainties/gaps identified during the research, additional research questions raised by the findings, and policy and practical implications suggested by the findings.</td>
<td>Major findings with respect to the thesis are summarized. Value is added by describing uncertainties/gaps identified during the research, additional research questions raised by the findings, and/or policy and practical implications suggested by the findings.</td>
<td>Major findings with respect to the thesis are carefully and concisely summarized while avoiding repeating prior material.</td>
<td>Essay lacks an adequate conclusion or provides one that fails to summarize the main findings or else merely repeats prior material without adding additional insight or value.</td>
</tr>
<tr>
<td>English – on reading my essay, the reader will acknowledge my strong command of written English.</td>
<td>Uses complete sentences and the full variety of sentence types with no sentence errors and in a manner that is pleasing and easy to read. No or minimal passive voice.</td>
<td>Uses complete sentences and the full variety of sentence types but sentence structure and variation is a little difficult to follow in places and/or some use of passive voice.</td>
<td>Limited sentence variation and/or an incomplete or run-on sentence or a frequent use of passive voice.</td>
<td>Several fragmented or run-on sentences and frequent use of passive voice.</td>
</tr>
<tr>
<td>Paragraphs - on reading my essay, the reader will acknowledge my strong command of composition and rhetoric.</td>
<td>Topic sections are divided by appropriate subheadings. All paragraphs within sections are necessary, used consistently at identifiable thematic breaks, and linked with appropriate transitions.</td>
<td>Topic sections are divided by appropriate subheadings but a few paragraphs are too long and should have had additional thematic breaks.</td>
<td>Some topic sections are not separately marked or one or two paragraphs have flawed transitions</td>
<td>Topic sections are not marked by appropriate subheadings and paragraph use is inconsistent and with several flawed transitions.</td>
</tr>
<tr>
<td>Proof Reading – on reading my essay, the reader will perceive me to be a careful student who pays attention to detail, takes my time, and cares what my reader thinks of my professionalism</td>
<td>No errors; paper has been diligently proof read and spell/grammar checked to avoid all errors, including common incorrect word uses (their/there, effect/affect, it’s/its, form/from, etc.)</td>
<td>A few difficult to spot errors only.</td>
<td>Several errors that should have easily been spotted as part of normal final proof-reading.</td>
<td>Lots of errors; clearly lacking an adequate proof read and spell/grammar check.</td>
</tr>
<tr>
<td>References – on reviewing my references, my reader will be able to locate all of my sources cited in my paper without difficulty</td>
<td>Referencing of sources is correct in all respects – alphabetized, consistent format, error-free, cited in text by author, no citations included without references or vice versa.</td>
<td>One or two errors in references or one or two missing citation-reference pairings.</td>
<td>Several errors in references and/or missing citation-reference pairings.</td>
<td>Failure to follow the APSA style guide instructions in multiple areas.</td>
</tr>
<tr>
<td>DRAFT ESSAY AND FINAL PRODUCT</td>
<td>Area of Strength</td>
<td>Competent</td>
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<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td><strong>Length</strong> – my paper meets the minimum requirements required for the class</td>
<td>Paper is a minimum of 20 pages double-spaced, 12 point text, not including References and Title Page</td>
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Appendix 4 Student Exit Survey (administered through Blackboard).

**QUESTION 1**

1. Did you enter Cal State East Bay as a fresher, sophomore, junior, or a senior?
   - [ ] Fresher
   - [ ] Sophomore
   - [ ] Junior
   - [ ] Senior

**QUESTION 2**

1. How long have you been a student at Cal State East Bay? (enter the number of years/quarters e.g. 2 years and 1 quarter = 2.25, 3 years and 3 quarters = 2.75 - include summer)

**QUESTION 3**

1. How long have you been declared an International Studies major? (enter the number of years/quarters e.g. 2 years and 1 quarter = 2.25, 3 years and 3 quarters = 2.75 - include summer)

**QUESTION 4**

1. How long will it have taken you to graduate with your degree from when you first started at university (not since you came to Cal State East Bay but since you took your first fresher class)? (enter the number of years/quarters e.g. 2 years and 1 quarter = 2.25, 3 years and 3 quarters = 2.75 - include summer)

**QUESTION 5**

1. How much time did you spend studying at a community college before transferring to a four year institution (Cal State East Bay or another)? (If you did not, enter 0, otherwise enter the number of years/quarters e.g. 2 years and 1 quarter = 2.25, 3 years and 3 quarters = 2.75 - include summer)

**QUESTION 6**

1. What explains how quickly/slowly it has taken you to graduate (if you are on track to graduate in four years, say why and if not, say why not)?
**QUESTION 7**
1. Why did you select International Studies as your major?

**QUESTION 8**
1. Are you still satisfied with your choice of this major - on a scale of 1-4, how happy?

   1. Very happy I chose INTS
   2. Reasonably happy I chose INTS over other options
   3. Ambivalent about my choice of INTS compared to other options I could have chosen
   4. Not happy - wish I’d chosen a different major

**QUESTION 9**
1. How satisfied are you with your overall education at Cal State East Bay?

   1. Very satisfied - I got an excellent education
   2. Satisfied - I got a good education
   3. Ambivalent - I got a so-so education
   4. Not satisfied - I did not get a good education

**QUESTION 10**
1. Why do you feel the way you do about your education at Cal State East Bay? Can you share a few reasons for your feelings?

**QUESTION 11**
1. What are your career goals in the coming years once you graduate?

**QUESTION 12**
1. What efforts have you made during your time at Cal State East Bay to plan for your future career?
Extensive - I independently researched my career ideas and options and discussed them with both the Career Center and the INTS advisor.

Moderate - I did my own research on my career options but didn't really meet with the Career Center and the INTS advisor to discuss them

Slight - I had at least one discussion with the Career Center and/or the INTS advisor about career options

Minimal - I didn't really research my options/discuss my career options with anyone else but friends and family.

QUESTION 13
1. How relevant do you think your INTS major will be in helping you in the kind of career you want for yourself?
   - Essential
   - Important
   - Relevant
   - Unimportant or not relevant

QUESTION 14
1. How influential have your studies as part of the INTS major been in helping you decide on your career goals?
   - Very influential - I didn't have a clear idea of what I wanted to do before and because of my INTS studies I do now (choose this option also if you changed your mind because of INTS)
   - Influential - my INTS studies have helped shape my career goals but not decide them per se.
   - Neutral - my INTS studies have had little influence on my career goal decisions because I knew exactly what I wanted to do and didn't need INTS to help me
   - Not influential - I am still undecided on what I want to do - my INTS studies have not really helped me decide in any significant way

QUESTION 15
1. What was your 2nd language proficiency on declaring the INTS major? (note that for INTS, a 2nd language is a language other than English)
QUESTION 16
1. Has your 2nd language proficiency improved while at Cal State East Bay? (this applies only to non-English language instruction - if you had fluency in more than one language and took another while at Cal State East Bay please choose one of answers 2-4, otherwise choose answer 1)

   - No, I did not take any additional language classes while at Cal State East Bay
   - No, because the classes I took at Cal State East Bay were not sufficient for my proficiency to improve
   - Yes, because the classes I took while at Cal State East Bay helped me improve
   - Yes, because I studied abroad/did my internship abroad and improved my language there (choose this option if you credit your improvement more to your experience studying overseas)

QUESTION 17
1. How fluent do you feel in your 2nd language (i.e. other than English)?

   - I feel that I have native or near native speaker proficiency.
   - I feel that I have the ability to communicate adequately in most professional and personal settings and can comprehend at a relatively high reading level.
   - I am capable of general conversation and reading comprehension but feel I lack some vocabulary and nuance.
   - I am not confident in my ability to speak my 2nd language or in my ability to read and comprehend at more than a basic level.

QUESTION 18
1. If English is your 2nd language, what level of proficiency did you have in English when starting your studies at Cal State East Bay?

   - This question does not apply to me - English is my native language
I had native or near native speaker proficiency

I had the ability to communicate adequately in most professional and personal settings and can comprehend at a relatively high reading level

I had general conversation and reading comprehension but lacked some vocabulary and nuance
I was not confident in my ability to speak English or in my ability to read and comprehend written English.

**QUESTION 19**
1. If English is your 2nd language, how well do you rate your English language skills now you are about to graduate from Cal State East Bay?

☐ This question does not apply to me since English is my native language.
☐ I feel that I have native or near native speaker proficiency
☐ I feel that I have the ability to communicate adequately in most professional and personal settings and can comprehend at a relatively high reading level.
☐ I am capable of general conversation and reading comprehension but feel I still lack some vocabulary and nuance
☐ I am not confident in my ability to speak English or in my ability to read and comprehend at an appropriate level.

**QUESTION 20**
1. Did you attend a special English preparatory program before entering the INTS program (e.g. Cal State East Bay's ALP) and did it help prepare you well?

☐ Yes and it helped me a lot; I felt very well prepared because of taking part.
☐ Yes and it helped me somewhat; I felt better prepared than when I first arrived.
☐ Yes, but it did not help me much; I felt it made little difference to my level of preparation.
☐ No, I did not attend an English language preparation program.

**QUESTION 21**
1. Did you study abroad? If yes, say where you studied and if not, say whether you would have liked to and/or why you did not?
QUESTION 22
1. If you have completed your field experience (internship), how would you evaluate it?

- I studied abroad and so didn't need an additional field experience/internship.
- Very valuable - I got an excellent professional experience that was very relevant to the international studies field.
- Mostly valuable - my experience was good in general, but only somewhat relevant to the international studies field.
- Not very valuable - my experience was not very relevant to the international studies field; I only did it for the required units.
- I have not yet completed my internship.

QUESTION 23
1. How would you rate the importance of the field experience requirement?

- Extremely important - INTS majors should definitely be required to study abroad and/or complete an internship.
- Somewhat important - should be optional rather than a required aspect of the program.
- Not at all important - was an unnecessary hoop to jump through/obstacle to graduation
- I did not yet complete my field experience and/or I have no opinion on this issue.

QUESTION 24
1. Are there any suggestions you have to change or improve the field experience component of the INTS program?

QUESTION 25
1. How do you feel about your advising for the INTS major?

- Good - whenever I sought advising I received helpful information and good advice; my INTS advisor showed an appropriate commitment to my learning.
- Adequate - whenever I sought advising my INTS advisor was available and I received the information I needed.
- Needs improvement - whenever I sought advising I had difficulty finding my INTS advisor or in getting
 QUESTION 26
1. Do you have any constructive suggestions about advising for the INTS major? (i.e. what did you like/not like and how might advising be improved?)

 QUESTION 27
1. Which methods class did you take and why?

 QUESTION 28
1. How helpful did you find taking this methods class in terms of your subsequent ability to perform critical thinking and undertake effective research?

     Helpful - the methods class definitely enhanced my critical thinking process and improved my research skills; thus it was very useful for my subsequent classes.

     Not very helpful - I already had good critical thinking and research skills and the class did not add to those in any significant way; I neither benefited from or struggled because of this methods class.

     Not very helpful - the methods class did not help me improve my critical thinking and research skills and therefore I felt I struggled in these aspects in my subsequent classes.

     I have not yet taken my methods class.

 QUESTION 29
1. The INTS major requires you to take three lower division classes; a culture class (e.g. ANTH 1300, GEOG 2300), an econ class (e.g. ECON 2301, ECON 2302) and a resources class (e.g. GEOG 2310 or equivalent). How do you feel about this requirement?

     That these three subject areas gave me a good basis for the INTS major and that the choices offered were appropriate - keep things as they are.

     That these three subject areas did not give me a good basis for the major and that the choices offered need to be changed to provide a better foundation for INTS.

     The major needs its own lower division class (e.g. Introduction to INTS) in addition to these lower division subject areas (i.e. keep them as they are but add an INTS class).
The major needs its own lower division class (e.g. Introduction to INTS) to replace one or more of the existing lower division subject areas (i.e. change them while adding an INTS class).

**QUESTION 30**

1. Please rank the existing lower division required areas in order of relevance/usefulness to the INTS major - rank the most useful 1 and least useful 3.

   - Cultural class (e.g. ANTH 1300, GEOG 2310 or equivalent)

   - Econ class (e.g. ECON 2301, ECON 2302, or equivalent)

   - Resources class (e.g. GEOG 2310 or equivalent)

**QUESTION 31**

1. If you could add one class/subject area to the lower division core requirement, either to complement or replace one of the existing subject areas, what would it be - either provide a course name or a subject area (e.g. world history, world politics, globalization, etc.).

   - Save Answer

**QUESTION 32**

1. The INTS major is interdisciplinary and the upper division core requires you to take only three compulsory taught courses: INTS 3100, HIST 3017 and INTS 4500. How do you feel about this?

   - Fine - the current interdisciplinary system worked very well for me and I see no reason to change anything - I liked the flexibility of choosing my own pathway.

   - Mostly fine - the current interdisciplinary system worked well for me - I'd want to keep the flexibility of choosing my own pathway/electives but think the major needs to change the required classes slightly to provide a clearer foundation.

   - Not fine - the current interdisciplinary system worked moderately well for me - there needs to be less choice of electives and more required classes to provide a clearer, stronger foundation.

   - Not fine - I didn't like the interdisciplinary structure of the degree and think it would be better to have more INTS courses taught by dedicated INTS faculty.

   - Save Answer
**QUESTION 33**
1. What has been your chosen emphasis for the major?

**QUESTION 34**
1. Can you explain why you chose this particular emphasis - key reasons for your choice?

**QUESTION 35**
1. How did you find the experience of satisfying your INTS emphasis?
   - Relatively easy - there were plenty of different courses to choose from and they were offered sufficiently regularly that I could get into an emphasis elective when I wanted one.
   - Sometimes a problem - there were plenty of different courses to choose from but they were offered infrequently or haphazardly.
   - Sometimes a problem - there weren't very many different courses to choose from although they were offered quite frequently.
   - Difficult - there weren't very many different courses to choose from and they were offered infrequently or haphazardly, making it difficult to get into an emphasis elective when I wanted one.

**QUESTION 36**
1. Do you have a double major or did you declare a minor? Write the word "Major" or "Minor" below and the subject title.

**QUESTION 37**
1. Why did you choose this second major or declared minor and how do you feel it complements your INTS major?

**QUESTION 38**
1. How have your writing skills improved while at Cal State East Bay?
   - My writing skills have improved greatly and I credit this mostly to the courses I have taken for my INTS major.
   - My writing skills have improved greatly
   - My writing skills have improved moderately
QUESTION 39
1. How have your research skills improved while you have been studying at Cal State East Bay?

☐ My research skills have improved greatly and I credit this to the courses I have taken for my INTS major.

☐ My research skills have improved greatly.

☐ My research skills have improved moderately.

☐ My research skills have not improved.

QUESTION 40
1. How have your oral presentation skills improved while at Cal State East Bay?

☐ My oral presentation skills have improved greatly and I credit this mostly to the courses I have taken for my INTS major.

☐ My oral presentation skills have improved greatly.

☐ My oral presentation skills have improved moderately.

☐ My oral presentation skills have not improved.

QUESTION 41
1. Are there any questions that you think that this survey should be asking you that weren’t included? If so, can you write them below so that they might be considered for future surveys?