

## **International Studies Program**

### **Annual Report 2010-2011**

Based on the results of the International Studies Major Questionnaire (Exit Survey) completed by students in the Senior Seminar at the end of Spring Quarter 2011, the results of the assessment grids completed by INTS instructors in major courses, and the data on INTS students supplied by the Office of Institutional Research (No separate page of data was provided by OIR).

#### **Introduction**

2010-2011 was consumed with the five-year program review, completed in Spring 2011. The five-year review was experienced as a burden by the program faculty who note the loss of institutional resources for such work. INTS majors have dipped from a high of 77 in 2009 to 64 in Fall 2011. At the same time, degrees granted reached an all-time high of 18, reflecting the higher numbers of two years ago. The upper-division integrative course INTS 3100 (Global Systems) enrolled 32 in Winter, 2011. The senior seminar (INTS 4500) in Spring 2012 enrolled 29. Between Fall 2010 and Summer 2011, 26 students completed internships (INTS 4100 ) supervised by the program director as an unpaid course overload.

INTS held a Fall major orientation session that included international careers, graduate programs and internship workshop.

INTS has been working to provide support for international students. It co-sponsored with SCAA an English as a Second Language Speakers Circle. The INTS Student Club also sponsored a one-to-one conversational language program.

The INTS Student Club was active and met regularly throughout the year. It sponsored one outside speaker on the Millennium Village Campaign.

#### **Language Acquisition**

INTS majors continue to complete their language requirement in a variety of ways, often challenged by the limited language offerings at CSUEB. Of graduating seniors in Spring 2011 8/16 were fluent in a foreign language when they arrived at CSUEB. Six of 18 completed their language requirement at CSUEB. Three completed it at community college, five during study abroad, and two at another four-year college while enrolled at CSUEB. Two students were permitted to offer one year of two different languages in order to facilitate progress to graduation. (Exit Survey)

#### **Study Abroad**

Seven of seven students praised their study abroad experience. Nine other students said that they would have studied abroad if financial aid had been available. One

student received a highly competitive Boren fellowship for language study in Africa. (Exit Survey)

### **Internships**

The INTS Program requires either study abroad or an internationally-relevant internship. The Program maintains a data-base of over 100 Bay Area organizations that offer such internship opportunities. Ten of ten students rated their internship as good or better. Ten of ten said that it was very useful. 6/9 said that they were well prepared for the internship. Three said that they would have liked more preparation and assistance in finding an internship. Highlights included a student internship at the International Labor Organization in Geneva and a student internship with the United Nations Development Program in Afghanistan. (Exit Survey)

### **Advising**

Fifteen of fifteen students rate their advisor as very helpful or better. Nearly all said that he was easily available. Two suggested adding more hours with an assistant advisor. Nine of nine students rated the assistance provided by the department administrative assistant as very helpful or better. (Exit Survey) INTS students are encouraged to seek out Emphasis and career advising in from INTS core course instructors and from the members of the INTS Faculty Committee from participating departments (Anthropology, Geography, History/Asian Studies, Latin American Studies, Modern Languages, and Political Science).

### **Program Activities**

Two students participated in the Model U N. Club, one in the International Studies Club, and one in the International Club. Several students indicated the need for better publicity. Several suggested the need to bring career professionals to campus. (Exit Survey)

### **Methods**

INTS students take one from a list of social science methods courses offered at CSUEB. They often double count the course if they are taking a double major or minor in that field. However, many students are dissatisfied with the available methods courses either because of the lack of international content or because of the quality of the course. Six of 14 were satisfied with their methods course. Seven were not satisfied. Eleven students favored a separate INTS methods course. Three opposed. (Exit Survey)

### **Seminar**

The seminar is the capstone experience in the major and designed to measure the student learning outcomes. Fifteen of fifteen students believed that the seminar met the specified goals. 14/15 said that they felt that the major adequately prepared

them for the seminar. One student said that there should be more tutoring for international students. (Exit Survey)

### **Core Courses**

There is widespread satisfaction with the core-required courses for the major. Six of six found ANTH 1300 to be good or better. Ten of ten said that GEOG 2300 was excellent. Only one student said that they did not enjoy their economics course. Nine of nine rated GEOG 2310 as very good or better. Ten students said that INTS 3100 was very good or better. Four found it difficult. Three mentioned that it was very good preparation for the seminar. Nine of thirteen rated HIST 3917 as good or better. Three rated it as poor. (Note: this course is taught by a variety of instructors, making evaluation difficult.) (Exit Survey)

### **Availability of Courses**

INTS students continue to face challenges when seeking courses for the Emphasis. The College of Business and Economics prevents not Business majors from priority enrollment in their international courses. This makes the pursuit of an Emphasis in International Business and Economics difficult though not impossible. The reduction in course offerings makes finding specific courses for the Emphases difficult. Six of fifteen students had difficulty getting their desired courses. Two said that they completed their Emphasis during study abroad. One student was frustrated that the Latin American classes were all on-line. "I personally think that online courses are a waste of money, but since I had no choice I was forced to take them." The flexibility of the Emphasis permitted most students to proceed towards graduation minor or no disruptions. (Exit Survey)

### **Formal Options**

Outside reviewers have recommended either shifting to a few formal options or adding options to the existing program. Fifteen of fifteen students oppose a shift to options. Supporters of the current system liked the flexibility and variety it afforded. (Exit Survey)

### **Double Majors and Minors**

The multidisciplinary nature of the INTS major encourages INTS majors to add minors and second majors in related fields. Students minored or double-majored in the following areas: Political Science (3), Economics (2), Spanish (2), Ethnic Studies (1), Latin American Studies (1). (Exit Survey)

### **Coherence of the Major**

Overwhelmingly (12/12), INTS majors believe that the courses for the major fit together well. Only 2/10 thought that there was too much overlap of course content. (Exit Survey)

## **Expanding or Reducing the INTS Core**

Seniors were asked if there should be new core courses (international relations and the environment were mentioned by name). Four said no and two more said that they were not sure. Four students wanted either international relations and the environment or both. (Exit Survey)

## **Availability of the Core**

Ten of 15 students did that they did not have any trouble registering for INTS core courses. Five said that they had had trouble at least once. Many complained about the limited number of times some courses were offered (once a year). (Exit Survey)

## **Student Learning Outcomes and Assessment**

The International Studies Program has engaged in advising-based assessment for over ten years. The Program tracks individual student progress in achieving the student learning outcomes in the INTS core courses and uses advising to assist students in seeking the help they need to improve. A system of assessment grids was developed to permit instructors in core courses to measure individual achievement of the SLOs. The grids for individual courses are then collected in individual student portfolios where they are used for purpose of advising (and referral to university tutoring and support services) and for the purpose of measuring student improvement. The labor-intensive nature of this process (and resistance by most of the instructors) led the Program to seek a digitalized version. The Program director received an internal university grant in 2010-2011 to develop a revised version of the assessment program. A pilot program using Blackboard Grading for assessment purposes was launched in Spring 2011.

The International Studies Program established improved oral, written, and research skills, and conceptual understanding (in relevant international subject matter) among the targeted Student Learning Outcomes for the program. The SLOs are measured in INTS core courses and individual student improvement is tracked throughout their CSUEB careers. Graduating seniors were unanimous in crediting the INTS program with helping them improve their writing (15/15). INTS students are regularly referred to the SCAA. Seven of 14 INTS students said that they had consulted at SCAA two or more times. Fourteen of 14 said that the INTS helped them to improve their research paper writing skills. All students in INTS 3100 and INTS 4500 are required to consult with a reference librarian. Twelve of 14 considered this experience valuable. Two did not find it helpful. Eleven of 14 students felt that the INTS major helped them to improve their speaking skills. 2/14 were not sure. Students in INTS 3100 and INTS 4500 are encouraged to use the Communications Lab when preparing their oral presentations. Three of 12 said that they had consulted with the Comm Lab and had found it useful. (Exit Survey)

## **SLO Results for Spring 2011 Graduates**

**Number of assessment grid per portfolio**

1 grid (3)    2 grids (8)    3 grids (14)    4 grids (6)

**SLO Achievement in the Senior Seminar, Spring 2011**

	Needs Tutoring	Needs Improvement	Competent	Area of Strength
<b>Oral English:</b>	0	11	11	7
<b>Written Eng:</b>	0	7	11	13
<b>Research skills</b>	0	9	7	15
<b>Use of concepts</b>	0	9	8	11

**SLO Achievement in the Seminar by Chinese/Japanese/Korean students**

<b>Oral</b>	4	2
<b>Written</b>	2	5
<b>Research</b>	2	4
<b>Concepts</b>	5	

**SLO Achievement in the Seminar by non-Asian international students**

<b>Oral</b>	2		2
<b>Written</b>	1	2	1
<b>Research</b>	1	1	2
<b>Concepts</b>		2	1

**Individual Improvement on the SLOs in number of categories**

	Zero	One	Two	Stationary at Highest level
<b>Oral</b>	13	8	2	8
<b>Written</b>	7	13	2	9
<b>Research</b>	12	10	2	7

### **Individual Improvement on the SLOs by Chinese/Japanese/Korean students**

<b>Oral</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>Written</b>	<b>1</b>	<b>3</b>	<b>2</b>
<b>Research</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>Concepts</b>	<b>3</b>		

### **Individual Improvement on the SLOs by non-Asian international students**

<b>Oral</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>Written</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>Research</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>Concepts</b>	<b>1</b>	<b>1</b>	<b>1</b>

### **Analysis of SLOs**

An average of 8/31 INTS majors have achieved the highest level in the SLOs in their first INTS course and maintain that level throughout their career in the major. An average of 10/31 INTS majors improves their SLOs by one category. 2/31 improve by two categories. 9-10/31 students do not improve their SLOs in INTS courses. 18/29 were competent or above in oral English. 24/31 were competent or above in written English. 22/31 were competent or above in research skills. 19/28 were competent in their understanding and use of INTS concepts. Asian international students scored lower than the entire cohort, especially in oral English. Non-Asian international Students were similar to native students. All but one of them had attended English-speaking high schools. Participation in the INTS major has a modest impact on improving SLO achievement. However, the concerted effort by the program to identify student SLO needs and to assist students in improving in the classes and by referral to university services is highly appreciated by students who credit the INTS program with helping them improve in all the SLOs.

### **INTS/TESL Masters Program Collaboration**

The INTS Program and the TESL Masters Program collaborated in providing intensive English language tutoring for ESL students in INTS 4500 (Senior Seminar). Four of four students who worked with the tutor on a regular basis found her to be very helpful.

### **Career Counseling**

The INTS program has an active career program with at least one career orientation session every year. In addition INTS majors were informed about four other international career events on campus in 2010-2011. The INTS majors Blackboard site contains five lists of international studies related graduate programs. These are also regularly provided to students during advising. Twelve of 15 students were very satisfied with the career counseling received in the INTS program. Two students said that they had never asked. One would have liked more support in seeking a career. Seven of 14 students said that they had used the Career Development Center and had found it useful. Seven did not use the CDC. (Exit Survey)

### **Overall Evaluation of the Major**

Eleven of eleven students rated the INTS major as excellent. Among them, six requested more INTS courses. (Exit Survey)

### **Conclusion**

Again in 2010-2011, despite reduced course offerings throughout the university, INTS students were still able to progress successfully towards graduation, albeit with some adjustment to preferred course selection. Study abroad continued to be popular. Students were able to find meaningful internships, mostly here in the Bay Area. Because the university failed to fulfill its promise to provide more tutoring support for international students, the INTS Program promoted several activities to provide informal assistance to international students. These initiatives were strongly appreciated by the students who, nonetheless, would like to see expanded support for international students. Students praised the INTS advising program, including the support that they had received from the instructors in the required courses. They would like more career counseling. Students favored the addition of a dedicated INTS methods course and begged for more INTS courses in general. However, they continued to support the current structure of the major.