

**CALIFORNIA STATE UNIVERSITY, EAST BAY**

DESIGNATION CODE: 2011-12 CAPR 7

DATE SUBMITTED: February 2, 2012

**TO:** The Academic Senate  
**FROM:** The Committee on Academic Planning and Review (CAPR)  
**SUBJECT:** Five-Year Program Review for International Studies  
**PURPOSE:** For Action by the Academic Senate

**ACTION**

**REQUESTED:** Acceptance of the Five-Year Program Review of the International Studies BA program in the College of Letters Arts and Social Sciences and the College of Business and Economics at California State University East Bay and the recommendation that it continue without modification. The date of the next Five-Year review is 2015-2016 (CAPR will review it in 2016-17).

**BACKGROUND**

At its meeting on December 1st, 2011, CAPR invited members of the International Studies Program to orally present the outcome of their five-year review process completed in 2010-11 and submitted to CAPR for review in 2011-12 as prescribed in the Academic Program Review Procedures (08-09 CAPR 23 (revised)). Program Director Dr. Norman Bowen had previously supplied the Senate Office with a full version of the program self-study, five-year plan, external reviewer's report and program response to the external reviewer's report. At this meeting, Dr. Bowen presented a summary of the International Studies five-year review to CAPR and participated in a question and answer session.

**Overview description of the program**

The International Studies program (INTS) is a unique interdisciplinary and inter-college (College of Letters Arts and Social Sciences (CLASS) and the College of Business and Economics (CBE)) program that integrates academic study in multiple disciplines with foreign language acquisition and international field experience to offer a 180 unit B.A. in International Studies. The program currently serves 79 declared majors utilizing courses/faculty from a diverse collection of academic departments.

There are 3 courses offered by the program; INTS 3100 (Global Systems), INTS 4100 (Field Work) and INTS 4500 (Senior Seminar). Students identify individual programs of study which are crafted about a particular international theme (e.g., a discipline, regional, or topic area) and approved by the Program Director. Fieldwork is encouraged as either study abroad or working locally with an international organization.

## **Overview of the documents submitted to CAPR**

The International Studies Program submitted a comprehensive 34 page Five Year Review document (excluding appendices/annexes). This document included the following sections; 1.0 Summary of the Program, 2.0 Self-Study, 3.0 International Studies Program Five-Year Plan 2011-2016, 4.0 Outside Review, and 5.0 Program Response to Outside Reviewer's Report. In addition to this document, 9 'annexes' were submitted that included a mission statement, questionnaires and surveys, assessment grids and the course catalogue description.

CAPR applied a review matrix derived from the Academic Program Review Procedures suggested content for five-year review documentation to chronicle the contents of the review document and to capture CAPR comments (see attached Appendix A).

## **CAPR Analysis of the Program's Five-Year Review**

The International Studies Program at CSUEB is uniquely organized and notably different from the way the external reviewer's program is organized. The organization at CSUEB allows for very flexible, individualized courses of study. Rather than an academic department of international studies, the CSUEB program utilizes the disciplinary expertise of many academic departments and allows students to largely self-define their course of study around an international theme of their choosing. This requires students, in consultation with the Program Director and other associated faculty, to participate in planning their course of study, providing an active 'ownership' rather than a more passive 'selection' of their academic career.

While external reviewers have seen the consequent lack of coherency and shared experiences of students as a weakness, CAPR agrees with the CSUEB International Studies Director that on balance the inclusion of different foci and perspectives provide a rich, constantly evolving learning experience for students. From our interactions with the Program Director as well as review of the documentation, we have every confidence that the utilization of these different perspectives and individual experiences in the senior seminar leads to a more informed critical thinking on international issues and topics.

Another point of disagreement between external reviewers and the International Studies Program relates to foreign language requirements. Reviewers suggested that such requirements be relaxed, especially in light of the rapid decline of foreign language offerings at CSUEB. The International Studies Faculty Advisory Committee believes that it is a program core value that should be continued. Lack of institutional support for foreign language options is problematic for the International Studies Program, requiring students to access tutors and courses off-campus to fulfill their requirements. This is clearly not acceptable in the long run and should be an option of last resort rather than a common occurrence.

A further unacceptable circumstance for the International Studies Program is the inability of majors to gain enrollment in certain offerings of the CBE. Since this College, along with CLASS, is jointly responsible for the International Studies Program, International Studies majors who have designed an approved course of study around a particular international theme should be accorded a priority level equal to business majors when competing for course seats. CAPR concurs with the outside reviewer that this situation needs to be resolved at the dean's level before it escalates to the point of severely negatively impacting student learning.

External reviewer discussed student learning outcomes and the need to increase the international content of those student learning outcomes. CAPR discussion with program personnel lead us to believe that while there may be sufficient international content, it is not well articulated in the current student learning

outcomes and assessment tools, which focus on written and oral communication skills. As currently stated and assessed, these could be skills for almost any program. Minor updating of the wording of the student learning outcomes and assessment tools could emphasize the competency in critical thinking and communication concerning international aspects of issues, disciplines, politics, regions, etc. We believe this emphasis exists in practice in the global systems and senior capstone courses, and that that emphasis should be reflected in the student learning outcomes and assessment tools.

External reviewers have noted that the past and continued success of the International Studies Program rests largely on the efforts of the Program Director who has demonstrated unwavering dedication and enthusiasm for the program. While these accomplishments should be celebrated, it also means that the program is vulnerable and in present form the continuation will eventually hinge on finding another director who is similarly inclined to tirelessly foster the program. The combination of consistent program growth and eventual director exodus make it prudent to plan now for a seamless transition. Planning by the Deans, Associate Deans, Program Director and the Faculty Advisory Committee should aim to devise a sustainable organization that should be distributed enough to accommodate sabbaticals, family leaves, professional transitions, etc., of individual faculty.

#### a. Program

Based on the issues raised in the self-study and external reviewer reports, CAPR proposes the following recommendations for the coming five-years:

- More distributed advising, to reduce burden and reliance on a single faculty member while developing competency and consistency across multiple faculty members
- Negotiate with Dean's to provide enhanced College of Business and Economics course availability for INTS students
- Seek and implement less labor intensive assessment methods to reduce faculty burden
- Begin discussions regarding program organization of responsibilities towards creating a sustainable program not reliant on overload of its Program Director
- Restatement of student learning outcomes and assessment tools to better capture international learning as well as written and oral communication
- Assessment/Inventory of what should/does constitute 'foundational' knowledge for INTS graduates with an eye towards identifying one or more courses that could be required of all graduates to increase shared experiences/coherency for students

#### b. Resources

The main concern for the coming five-years is to address the current program organization that results in severe overload of the Program Director position and the lack of availability of language and business courses for International Studies students. CAPR therefore proposes the following recommendations for the coming five-years:

- Additional release time be made available for the Program Director's position, and for another faculty member to devote to assisting with advising and assessment requirements.
- That convenient and effective assessment modules on Blackboard or elsewhere be made available to the International Studies Program
- That existing language resources be sustained at CSUEB and additional opportunities be made available to International Studies students so that students who come here for an education are not

routinely expected to seek supplemental education to fulfill graduation requirements at their own expense

This document and the recommendation to approve the International Studies BA program for continuation without modification was approved unanimously by CAPR at its February 2, 2012 meeting.

**CAPR Recommendation For Continuation Of The Program**

Acceptance of the Five-Year Program Review of the International Studies BA program jointly in the College of Letters Arts and Social Sciences and the College of Business and Economics at California State University East Bay and the recommendation that it continue without modification. The date of the next Five-Year review is 2015-2016 (CAPR will review it in 2016-17).

APPENDIX A – INTERNATIONAL STUDIES FIVE-YEAR REVIEW

FIVE-YEAR REVIEW MATRIX DEVELOPED FROM 08-09 CAPR 23 (REVISED)

<b>2. Self-Study</b>		
<b>2.1. Summary of Previous Review and 5-Year Plan</b>	<b>Yes/No</b>	<b>Comments</b>
Does the self-study provide a summary of the previous five-year plan	Y	Mostly summarizes the previous outside reviewers recommendations.
Does the self-study provide details on progress in - implementing the previous Plan, - what remains to be completed, - other achievements (i.e. not specifically part of the previous plan)	Y	Justification for not implementing recommendations from previous outside reviewer are explained in compelling detail.
<b>2.2. Curriculum and Student Learning</b>	<b>Yes/No</b>	<b>Comments</b>
Does the self-study include details on - student learning outcomes (SLO) assessment plan, - SLO assessment plan implementation - a summary of assessment summary results - a summary of measures identified to improve the program based on assessment	Y	SLO assessment is carried out and summarized, but current methods are found to be time consuming and cumbersome in implementation. Blackboard is being explored as an alternative way to collect useful assessment data.
Does the self-study describe - the program’s course offerings, - how the course offerings compare to comparable CSU programs, - how the course offerings compare to nationally recognized programs	Y	Most other programs have dedicated departments, which provide the students a more shared experience, but restrict flexibility of individually crafted course themes.
If the program offers G.E. courses, does the self-study specifically provide summary data for student learning outcomes for these courses.	NA	
Does the self-study discuss course offerings at the Concord (and Oakland) campus and online	Y	Concord campus is not mentioned. On-line is mentioned as a particular problem for the International Studies program, as, “The growing number of on-line courses poses a special problem for students in the International Studies Major. First, on-line courses are simply inappropriate for international students who have come to study in the United States; their existence undermines the logic of study abroad. Second, having recognized this contradiction, the university restricts to one per quarter the number of on-line courses that an international student may take. This limits the effective course offerings for international students”

Does the self-study discuss issues concerning multi-cultural learning	N	Multi-cultural learning is inherent in the international studies program by its topic areas and is assessed directly in the program's 'Climate Survey.'
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<b>2.3. Students, Advising, and Retention</b>	<b>Yes/No</b>	<b>Comments</b>
Does the self-study contain Academic Performance Review Statistics from Planning and Institutional Research in the form of a table showing the following: Student Demographics, Student Level, Faculty and Academic Allocation, Course Data (see 10-11 CAPR 14)	Y	
Does the self-study provide a summary of issues related to: - climate - advising, - scheduling, - recruitment	Y	These are all adequately addressed.
Does the self-study include an analysis of the data provided by PEMSA with respect to changing patterns of: - enrollment (FTES & majors) trends (note is now headcount not FTES), - SFR, - % of courses/FTES taught by regular faculty, (note no longer provides FTES) - any other relevant information	Y	Int. Studies utilizes faculty from other home departments and therefore has no control over faculty hires or use of lecturers. Headcount for majors and for INTS STUDIES courses are provided.
Does the self-study include a discussion of the impact of the observed patterns and trends in the above statistics on the program and its quality	Y	Steady increase, lack of control over scheduling and course admittance are discussed.
<b>2.4. Faculty</b>	<b>Yes/No</b>	<b>Comments</b>
Is there a list and descriptions of tenure track positions requested since the last review?	NA	Int. Studies utilizes faculty from other home departments and therefore has no control over faculty hires or use of lecturers.
Does the self-study report progress in achieving these tenure track requests	NA	Int. Studies utilizes faculty from other home departments and therefore has no control over faculty hires or use of lecturers.
<b>2.5. Resources</b>	<b>Yes/No</b>	<b>Comments</b>
Is there a discussion of library resources with respect to the program	Y	
Is there a discussion of information/Instructional Technology issues with respect to the program	Y	On-line courses are discussed as inappropriate for the large number of international students who have come to CSUEB (and the USA) specifically to take classes here.
Is there a discussion of Assistive Technology with respect to the program	N	
Is there a discussion of any other resource needs relevant to the program	N	
<b>2.6. Units Requirement</b>	<b>Yes/No</b>	<b>Comments</b>
Does the self-study state that 180 units are required for the major to graduate (including GE units) and if more than 180 units are required, is a justification given	Y	Requirement is 180 units.

<b>3. Five-Year Plan</b>		
<b>Overall, is it clear that for each action item discussed in this plan for the next 5 years that for each aspect – curriculum, students, faculty and other resources, the plan clearly details:</b>	<b>Yes/No</b>	<b>Comments</b>
1) specific actions/changes, 2) a clear timeline for those actions/changes 3) the person(s) in charge/responsible for those actions/changes, 4) the estimated cost for those actions/changes	Y/N	Changes are generally not recommended, other than utilizing Blackboard for assessment, and no timeline is provided for this.
<b>3.1. Curriculum</b>	<b>Yes/No</b>	<b>Comments</b>
Does the five-year plan detail the needed changes for the next five years that address the recommendations and concerns identified in the Self-Study, from external reviewer(s), and from assessment with respect to the following: - Concord and the Oakland campus) offerings - online offerings - G.E., offerings - multicultural learning	Y	Changes recommended by outside reviewer are considered and rejection is adequately justified. Some desired changes are discussed, such as lack of course offerings due to budget considerations and lack of student admittance to Business courses, but detailed plans to overcome these challenges are not provided.
<b>3.2. Students</b>	<b>Yes/No</b>	<b>Comments</b>
Does the five-year plan envision changes in trends for the next five years, based on recommendations and concerns identified in the Self-Study, from external reviewer(s), and from assessment, with respect to the following issues:		
Number of majors	Y	Number of majors has been increasing, causing heavy assessment loads under current system.
Total enrollments	Y	Only 3 INTS STUDIES courses exist, other courses taken by majors are harder to gain admittance due to section cancelations and restrictions or priorities given to non INT. STUDIES students (e.g., business courses)
Student characteristics	N	Characteristics are reported, but trends are not identified.
Student career opportunities	N	
Program-level student learning outcomes	Y	Discussion with respect to methods course and language requirements
Outreach plans	Y	Service learning and student internships/study abroad are discussed
Advising and retention strategies	Y	Discussion of advising, but trends/change in plans not addressed.
Class scheduling	N	
New or changes to programs	N	
Resources to support student learning	N	
Any other issues not listed above	N	

<b>3.3. Faculty</b>	<b>Yes/No</b>	<b>Comments</b>
Does the five-year plan envision changes for the next five years in faculty resources that address recommendations and concerns identified in the Self-Study, from external reviewer(s), and from assessment	N	
Does the plan list and justify anticipated new tenure-track applications	NA	
Does the plan detail the following aspects with respect to faculty resources; - climate issues, - leadership-faculty communication - workload and PT&R challenges - advising plans	Y	Workload is addressed, as program director used to receive 2 courses release time and due to budgetary restrictions changed to a single course release per year.
<b>3.4. Other Resources</b>	<b>Yes/No</b>	<b>Comments</b>
Does the five-year plan discuss envisioned changes and resource needs for the next five years, addressing recommendations and concerns identified in the Self-Study, including lessons from assessment, including:	N	
Staff	N	
Equipment	N	
Library	N	
Travel funds	N	
Information/instructional technology; assistive technology	N	
Any other resource needs not listed above	Y	Describes hardship on students of reduced section offerings and increased on-line sections which together serve to limit course options for INTS. STUDIES students.

#### Observations from External Reviewer Report

The External Reviewer made recommendations in four areas:

##### A. Program coherence.

1. Create an INTS research methods course that emphasizes the 'international' in research skills. This should be introduced as early as the beginning of next academic year (2011). It should be offered mid-way through upper-division coursework.
2. Design an additional INTS core requirement based on humanities and social science understandings of global life that engages political, economic, cultural and social aspects. An appropriate addition would be a course on various aspects of globalization that moves beyond the study of formal global systems to focus on informal, cultural, ideological aspects of globalization. This course should be added by Academic Year 2012-2013
3. Use the offices of Dean Rountree and Assistant Dean Guo to negotiate further cooperation with the College of Business and Economics. As a first step, the international/global political economy course should be either available for INTS student or a section of this course is offered once a year (at a minimum) especially for INTS majors.
4. Add service learning in various communities to the experiential learning component of the program currently completed through an internship or study abroad. Requiring students to serve and learn in local communities will not only benefit foreign students but also American students. This addition can be made almost immediately.
5. Rethink language requirement with the Departments of Modern Languages and Literatures as well as College of Business and Economics. The intent should be to support each other by ensuring that students have the opportunity to acquire language skills by reviewing 'supply and demand' structures for language learning.

6. Review program objectives and student learning outcomes to specify 'international content' in coursework, not just through language and internships. Faculty should follow this by updating and aligning student outcomes with coursework that is required for the degree program.
7. Align the academic requirements for the Major and Minor as recommended by the last five-year review.
8. Streamline 'options' available by creating formal options or tracks. These could be built around regional or language programs or specialization in a discipline ensuring that courses selected are open to INTS students.

#### *B. Advising and Allocation of Resources.*

1. The creation of faculty positions (not necessarily through new hires) dedicated to INTS through reorganization in the College. Based on enrollment figures, INTS deserves its own tenured/tenure-track position in the next five years. As the major continues to grow CLASS should consider creating a full-time position by reappointing a current position in the College – perhaps that of the Director to one dedicated to the INTS major. This could be supported by a half-time position from the Faculty Committee. This strategy would be in keeping with the stated goals of 'compacting' and 'consolidating' without new resources.
2. Until a new position is created, College administrators should consider assigned time for one or more faculty to address the intense advising involved in the delivery of INTS. Irrespective of a new position, the intense advising involved in the delivery of this major is deserving of assigned time.
3. Rotation of the position of Director among Faculty Committee was suggested by one of its members. The intent was to promote a state of affairs where the program is no longer dependent on a single faculty for success.
4. Faculty Committee meetings more often than the twice a year in the next year or so to review curricular strategies under current resource deficit conditions.

#### *C. Reorganization*

1. Retain the integrity of the INTS degree program
2. Reward INTS fairly for sustained growth over the past five years
3. Enable further growth over the next five years by supporting efforts to make INTS more coherent and sustainable.

#### *D. Networking*

1. CSUEB needs to strengthen its connections on campus, and the (Faculty INTS) Committee should call upon College Deans to resolve the issues ('disintegration' with the College of Business and Economics, and international content and expertise across campus that could be more effectively written into the curriculum) and establish connections that serve INTS students.
2. INTS should continue to develop connections with other international studies degree programs in Northern California. A specific recommendation for INTS is to connect with Northern California Advocates for Global Education -- a consortium of Community Colleges, CSUs, UC and private Universities in Northern California (<http://gs.sjsu.edu/NCAGE>).