



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
RUBRIC FOR ANNUAL PROGRAM REPORT REVIEW**

History:

08-09 CAPR 23 (revised)

NOTE TO CAPR REVIEWER:

YEAR: 2015-2016

PROGRAM: International Studies BA

LAST FIVE-YEAR REVIEW: 2010-2011

NEXT FIVE-YEAR REVIEW: 2015-2016

CAPR REVIEW AND RECOMMENDATION DOCUMENT:

(i.e. 13-14 CAPR 22 on [Five-year Reviews and Annual Reports by Department](#) webpage)

1.

Does the Annual Report have a self-study (one page)?

Yes No

1a.

Does the Annual Report record progress with departmental planning and review? – does it describe progress toward the program’s defined goals, any problems reaching its goals, any revisions to goals, and any new initiatives taken with respect to goals?

Yes No

The report notes how the program assists students in developing academic and career plans by selecting international-themed course from across campus. It also supports second language acquisition as a core component of the major. A transfer degree in Global Studies from the California Community Colleges (CCC) was approved in 2015.

1b.

Does the Annual Report provide information on the program’s assessment processes? – does it provide information indicating the results of the program’s assessment efforts and/or efforts to further develop its assessment efforts?

Yes No

1c.

Does the Annual Report detail progress on fulfilling programmatic needs? – does it record significant events which have occurred or are imminent, such as changes to resources, retirements, new hires, curricular changes, honors received, etc?

Yes No

The report notes the need for additional resources in order to conduct its own classes instead of relying on other departments for classes. They made a proposal to CLASS, but it was rejected. The report also discusses the need to find a new director when Dr. Michael Lee vacates the directorship.

2.

Does the Annual Report have a summary of assessment results and ensuing or necessary revisions (one page)?

Yes No

Please identify whether the following information is identifiable:

Which student learning outcome was assessed: SLO 2: INTS majors will demonstrate an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability. SLO 3: INTS majors will demonstrate the ability to research, write and communicate orally about complex international issues both individually and through collaborative learning and teamwork. SLO 5: INTS majors will articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s).

Yes No

What assessment instrument(s) were used to measure this SLO: 20-page Seminar Paper; Research Paper Components, including Literature Review, Evidence, References; Exit Survey

Yes No

What participants were sampled to assess this SLO: Students in INTS 4100, and respondents to the exit survey

Yes No

What assessment results were obtained, highlighting important findings from the data collected: 100% met SLO2. SLO3 had 3 parts. Only 27% met part A, 64% met part B, and 77% met part C.

Yes No

How the assessment results were (or will be) used as well as any revisions to the assessment process the results suggests are needed:

Yes No

2a.

Does the Annual Report contain a reflection upon progress made and changes with respect to the student learning outcomes assessment plan that is reported on in the five-year review self-study?

Yes No

Key points: The program has developed a 4-part plan to address the poor effort that many students put into the production of their research essays. They plan to publish the SLO 3 rubrics on the INTS website, continue having students evaluate their own work using the assessment rubric, provide an annual workshop for INTS majors as a part of general advising, and make a clearer connection between future career objectives and the senior seminar.

2b.

Does the Annual Report describe any changes made to the assessment plan in the preceding 12 months, summarize activities carried out to implement the assessment plan by the program in the preceding 12 months, and summarize the results of any SLO assessed in the preceding 12 months?

Yes No

Key points: The assessment data indicates that INTS students continue to do well with respect to SLO 2, successfully completing their field experience in a manner that indicates that they have mastered an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability. They are also on the whole, able to articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s). However, the graduating seniors in 2015-16 were not fully prepared or able to deliver the quality of work that the Director believes is commensurate with the writing aspects of SLO 3. Students remarked multiple times during the seminar that a) they had never been asked to do such as large piece of

work before (minimum of 20 page paper), b) that they had not been previously formally asked to develop a thesis statement for their research and to support that thesis in such a deliberate way as required by INTS 4500, c) that they were unfamiliar with having to produce multiple drafts of their work or respond to critiques and editing suggestions from their prior instructors (i.e. they had not been exposed to scaffold writing assignments). Most of them failed to conduct senior-level academic research which meant that, on the large part, the materials identified and the content of their papers did not match expectations of the expected capabilities of graduating seniors. This supports the issue discussed earlier that perhaps majors need a bespoke INTS research methods class. Currently, students take a methods class from a long list of methods classes offered by other programs over which the INTS Director has no control and the purpose of which is not clear to majors (each year, when asked, several majors don't remember what their methods class was when asked in the exit survey).

3.

Does the Annual Report have numeric data summaries of the program obtained from Institutional Research, Analysis and Decision Support (one page)?

Yes No

Does the Annual Report numeric data summary include:

3a. Student demographics of majors?

Yes No

3b. Student level of majors?

Yes No

3.c Faculty and academic allocation?

Yes No

3.d Course data?

Yes No

3.e One or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent (note, this is suggested i.e. optional)?

Yes No

(see 4. below for details if Yes).

4.

In addition to the required elements of the Annual Report (1-3 above), does the Annual Report include any elements that were not requested?

Yes No

Comments: The report includes the full 2015-2016 CLASS FACT Assessment Year End Report.