



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

College	CLASS
Department	International Studies
Program Unit	180
Reporting for Academic Year	2012-2013
Department Chair	Norman Bowen (Program Director)
Date Submitted	6/12/2013

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

INTS has implemented an intensive advising and assistance for all its majors. INTS denominated courses include intensive writing and research training exercises. The need is particularly critical for but not limited to international students. The university has not delivered on promises made to increase the support resources available to assist international students, who currently place a major burden on faculty members who take seriously their obligation to facilitate student success.

The INTS committee has maintained the two-year or intermediate competency requirement in a second language. The INTS director assists students in finding non-CSUEB language programs when necessary.

The goal of expanding the number of courses that could fulfill lower-division core requirements has been approached with caution to avoid the fragmentation of the major. However, the program director, like department chairs across CLASS, reserves the option of using substitutions when a student has acted in good faith and still has not been able to enroll in a required core course.

The suggestion to restructure and major to offer two or three options has not been implemented. Students oppose this narrowing of the major to exclude their areas of interest. (Exit Q and Focus Group). The Committee also believes that a limited number of formal options would make progress to graduation more difficult.

INTS continues to permit students to complete the social science methods requirement from among a list of methods courses in CLASS and CBE. While students appreciate the advantages of an INTS dedicated methods course, the current arrangement greatly facilitates students completing double majors or majors and minors since they are able to double-count the methods requirement. (Exit Q and Focus Group) Under the current budget constraints, prudence dictates maintenance of this flexibility. Some methods instructors have agreed to add international content to their sections

B. Five-year Review Planning Goals Progress

INTS has had a very labor-intensive assessment plan for over 10 years. It involved portfolios of student writing in all core courses, instructor assessment of four SLOs in all core courses, student entry and exit essays, individual student career plans, a graduating senior exit survey, and a focus group. In addition, the evaluations of external internship supervisors were correlated to the program SLOs. However, instructor resistance to the burden of assessment “grids” and the cut of the director’s release time from two to one course made the assessment program unsustainable. INTS discontinued the paper portfolios and maintains the SLO grid assessment in INTS 3100 and INTS 4500 only. The program piloted a plan to use Blackboard Grading to store portfolios and to generate assessment results in a less onerous manner. Results were not satisfactory. INTS awaits additional institutional support for assessment.

C. Program Changes and Needs

Apart from two dedicated courses, INTS is reliant on course offerings in departments across the university. Restricted access to HIST 3017 and upper-division courses in the College of Business and Economics have created frustration for INTS majors. However, an understanding has been reached with CBE to improve access. With persistence, students are able to enroll in HIST 3017. The once-a-year offering of INTS 3100 and INTS 4500 is a challenge to students. In general, the broad range of courses from which INTS majors may choose has, mostly, shielded them from damaging bottlenecks.

The CAPRA response to the 5-year review supported additional resources for INTS, including a dedicated social science methods course. However, the MOU following the review process did not mention any new resources. The INTS program looks forward with great anticipation to the results of the provost’s statement in the MOU meeting that he would look into meeting the university’s past commitments to expand the support programs for international students. The INTS Faculty Committee is in the process of consultations with interested departments to identify a nominee for INTS director as the current director will begin a FERP in 2013-2014.

2. SUMMARY OF ASSESSMENT

A. Program Student Learning Outcomes

International Studies Student Learning Outcomes 2013

SLO 1.

INTS majors will demonstrate cross-cultural understanding and competencies, including second language acquisition.

SLO 1a: cross-cultural understanding

SLO1b: cross-cultural competency:

Indicators: internship; study abroad

SLO 1c: second language competency

Indicators: intermediate language course completion or competency exam; foreign language study abroad; non-English high school diploma;

SLO 2.

INTS majors will demonstrate an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability.

SLO 2a: political

SLO 2b: economic

SLO 2c: cultural

SLO 2d: geographic

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 3a: research skills

SLO 3b: writing skills

SLO 3c: oral communication

SLO 3d: collaboration and teamwork

SLO 4

INTS majors will demonstrate an understanding of the theory and practice of civic engagement, both locally and globally.

SLO 4a: theory

SLO 4b: practice

SLO 4c: critical thinking

SLO 5

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

Please list all outcomes in the box below, and append a curriculum map showing alignment of the Program Student Learning Outcomes and CSUEB Institutional Learning Outcomes.

B. Program Student Learning Outcome(s) Assessed

International Studies Student Learning Outcomes 2013

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 3a: research skills (Indicator: INTS 4500 research paper Spring 2012)

SLO 3b: writing skills (Indicator: INTS 4500 research paper Spring 2012)

SLO 3c: oral communication (INTS 4500 research presentation Spring 2012)

SLO 4

INTS majors will demonstrate an understanding of the theory and practice of civic engagement, both locally and globally.

SLO 4a: theory

SLO 4b: practice (Indicator: INTS internship supervisor evaluations 2011-2012)

SLO 4c: critical thinking (Indicator: INTS 4500 seminar roundtable presentations Spring 2012 and Spring 2013)

C. Summary of Assessment Process

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

D. Summary of Assessment Results

INTS Assessment Grid Course: INTS 3100 Quarter: Winter 2012 (22 students completed)

SLO	POOR	FAIR	GOOD	EXCELLENT
SLO 3a: Research Skills. Indicator: research paper				
Indicator:	8	3	7	3
SLO 3b: Writings Skills Indicator: research paper				
Indicator:	3	6	5	4
SLO 4a: Concepts/Theories Indicator: research paper				
Indicator:	2	7	6	3
SLO 3c: Oral Skills Indicator: In-class discussion/presentations				
Indicator:	2	7	11	2
Incompletes: 6; SCAA referrals: 7; Plagiarism: 7				

INTS Assessment Grid Course: 4500 Quarter Spring 2012 (29 students)

SLO	POOR	FAIR	GOOD	EXCELLENT
SLO 3a: Research Skills Indicator: seminar paper				
Indicator:	4	5	11	7
SLO 3b: Writings Skills Indicator: seminar paper				
Indicator:	4	11	5	4
SLO 4a: Concepts/Theories Indicator: Seminar readings/presentations				
Indicator:	2	14	4	7
SLO 3c: Oral Skills Indicator: formal seminar presentation				
Indicator:	5	6	9	9
Incompletes: 5; SCAA referrals: 8; Plagiarism: 1				

Critical Thinking Assessment INTS 4500 Spring 2012 and Spring 2013

SLO 4c: Ability to understand and articulate a complex model of global change and evaluate the application of the model to case studies by academic scholars.

Indicator: INTS 4500 seminar roundtable presentations

	Unable	Partially	Able to explain	Explain and critique
Spring 2012	1	12	10	7
Spring 2013	1	4	6	3

INTS Intern Supervisor Evaluation 2011-2012

SLO	Poor	Average	Good	Excellent
Overall	0	1	2	4
Teamwork (SLO 3d)	0	0	3	4
Writing (SLO 3b)	0	0	2	5
Oral (SLO 3C)	0	2	1	4

Analysis Comparison of the two grids shows a marked improvement in SLO achievement in research skills 10/22 good or excellent in INTS 3100 (8/22 poor); 18/29 good or excellent in INTS 4500 (4/29 poor). 19/20 said that the INTS Program had helped them to develop their research skills. [Q 36]

Writing 9/22 good or excellent in 3100 (3/22 poor; 7 plagiarists); 9/29 good or excellent in 4500 (4/29 poor; 1 plagiarist). The seminar paper is double the length of a typical course paper. Nonetheless, the percentage of good or excellent papers was sustained, the percentage of poor papers declined and the number of plagiarists declined sharply. 20/20 students replied that the INTS program helped them to develop their writing skills (Q 33).

Concepts and theories 9/22 good or excellent in 3100 (2/22 poor); 11/29 in 4500 (2 poor). Achievement declined between the two classes due to the more difficult nature of the indicator (academic level articles).

Oral skills 13/22 good or excellent in 3100 (2/22 poor); 18/29 in 4500 (5/29 poor) Achievement in oral skills decline slightly, according to the students (exit survey) due to the difficulty of a 20-minute presentation. 16/18 students said that the INTS program had helped them to develop their speaking skills. [Q 39]

Internship supervisors had generally positive evaluations of INTS majors. 6/7 were labeled good or excellent. 7/7 demonstrated good or excellent teamwork skills. 7/7 wrote well in their internship environment, much better than they performed on academic writing assignments. Oral communication skills were also rated higher than oral skills in a formal academic setting. The

exit survey showed strong student satisfaction with the internships. 8/10 found the internship to be a useful component of the major. 6/6 reported a very positive internship experience. [Q8] Program action: In response to less than desirable outcomes in the senior seminar (INTS 4500), practice in writing and research skills was redoubled in INTS 3100 and INTS 4500 a number of years ago. In addition, research workshops were added to both courses. Some students are clearly benefitting from this focus. Furthermore all students are required to consult with a reference librarian and seek the assistance of the SCAA when necessary. Most students believe that the additional writing and research practice in the courses has improved their writing and research skills. INTS also piloted oral communication speaking circles and speaking partners, though they have been difficult to sustain. The seminar capstone experience where the SLOs are “mastered” does represent a challenge for even the best students.

3. STATISTICAL DATA

	F 08	F09	F10	F11	F12	SP13*IRA special request
Majors	69	79	73	65	62	78

	07-08	08-09	09-10	10-11	11-12	12-13
Degrees	5?	10	15	18	21	15

		W 11	W 12	W 13
INTS 3100 (Global Systems)		34	37	32

		W 11	W 12	W 13
INTS 4500 (SEMINAR)		29	27	18

		10-11	11-12	12-13
INTS 4100 (Internship)		26	12	12+

(all internships taught by director for no compensation)

Demographics

The number of majors, degrees awarded and head count in upper-division core courses suggests a decline in the INTS major. However a request to IRA to identify INTS majors, including second majors in Sp 13 produced strong numbers. The number of international students reached a high of 17 and averages 14. The number of Hispanics doubled to 20 in five years. The number of Asians declined by half to 9. The number of non-Hispanic Blacks reached a high of 6 in 2008, but dropped to one in 2011. The shifts are difficult to explain or to forecast. CSUEB international education representatives have speculated that the shifts reflect the dynamics of the global financial crisis.