



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

College	CLASS
Department	International Studies Program
Program Unit	
Reporting for Academic Year	2013-2014
Department Chair	Norman Bowen, Interim Director
Date Submitted	6/6/2014

**1. SELF-STUDY (about 1 page)**

**A. Five-year Review Planning Goals**

First and foremost, INTS Program assists students in developing individual academic and career plans and helps them to select international courses from across campus that correspond both fulfill the program requirements and meet the students personal goals. This includes consultation on and selection of study abroad venues and course offerings as well as a broad range of local internships. The program surveys all university course offerings and consults with department chairs to identify all courses that might be used by INTS majors for their emphasis and upper-division electives. These lists are sent to the students on a quarterly basis.

The INTS Program Committee continues to support second language acquisition as a core component of the major. This commitment enhances the cultural diversity and the employment options of our students in addition to supporting a university ILO. This is equally true of the International Field Experience requirement, which can be fulfilled through a course of study abroad or an international or local internship with an international or a second-language theme.

The INTS Program has maintained a seven-course required core, which is consistent with international studies programs in the CSU system. In spite of reduced course offerings and tighter enrollment all across campus, INTS majors overwhelmingly report that they have been able to obtain the courses that they need for the major (with the exception of some international courses in CBE). (Source: Exit Survey and Focus Group)

The outside reviewer recommended replacing the current system of “emphases” with two or three options in the INTS major. The committee has not implemented this plan. No two or three possible options could come close to reflecting the range of academic and career options of current and past INTS majors who are interested in international business, economic development but also international organizations and law, cross-cultural issues, human rights and social justice, regional studies, and international education. Students are unanimously opposed to options when they realize how much they would restrict their curricular choices. (Exit

Survey) Furthermore, the current system of emphases is highly attractive to our most motivated and highly focused students who. In the last two years, have parlayed their INTS major and emphasis into coveted jobs at the Afghan Ministry of Finance, the International Organization of Migration, the International Institute of Education, and a U.S. intelligence agency.

## **B. Five-year Review Planning Goals Progress**

The last outside reviewer commented on the lack of resources for the INTS program. She promoted the idea of additional dedicated INTS courses in order to reduce reliance on courses in other departments. In general, the INTS committee continues to embrace the true interdisciplinary character of the CSUEB international studies model. It adds to the richness and diversity of the student experience when then are able to entertain and evaluate material and arguments from a variety of points of view. INTS supports the need to further internationalize the entire curriculum at CSUEB in light of student interest and global educational trends.

The one exception to the above rule is the current social science methods requirement. The outside reviewer recommended that the program offer a dedicated methods course. The program concurs. However, no additional resources have been made available for this purpose.

The program continues to believe that there is a pressing need for more university resources to address the often-weak academic skills of the international students. This places an undue burden on those instructors who teach them and who must spend excessive time on remediation. In spring 2014 the instructor in INTS 4500, the senior seminar, spent one hour per week tutoring two intellectually gifted international students still struggling with the English language.

## **C. Program Changes and Needs**

The INTS Program Committee has completed the search for a new director, following the retirement of current director, who has served since 1998. Beginning in September, 2014, the director will be Dr. Michael Lee, professor in the Department of Anthropology, Geography, and Environmental Studies (AGES). The administrative home of the program will also move to AGES. AGES faculty have been leaders in the program since its founding and teach several of the required core courses. Dr. Lee has international professional experience, is a specialist in Latin America where he has conducted research, speaks Spanish fluently, and has served as campus representative for CSU International Programs (study abroad). He is ideally suited to lead the INTS program.

As part of the administrative transition, INTS will implement a more decentralized approach to advising. The director will meet with new majors and then direct them to one of the members of the committee to become the formal advisor. Advising worksheets will be digitalized thus facilitating communication among students, advisors, and the director.

## **2. SUMMARY OF ASSESSMENT (about 1 page)**

### **A. Program Student Learning Outcomes**

#### **SLO 1.**

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

#### **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 4**

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

#### **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).

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

**SLO 3B** INTS majors will demonstrate the ability to communicate in writing about complex international issues. Indicator: 20-page seminar paper and preliminary assignments.

Rubric:	Weak structure/ argument	Some structure/ argument	Sustained structure/ argument	Strong structure/ argument
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Results:	0	4	6	3
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INTS 4500  
Spring 2013

**SLO 3 C** INTS majors will demonstrate the ability to communicate in writing about complex international issues. Indicator: Formal Power Point-based seminar project presentation.

Rubric:	Unable/ understanding	Limited oral skills/ understanding	Competent oral skills/ understanding	Strong oral skills/ understanding
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Results:	0	4	6	3
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INTS 4500  
Spring 2013

**SLO 3A** INTS majors will demonstrate the ability to conduct academic research on complex international issues. Indicator: Seminar bibliography, research assignments, and discussion.

Rubric:	Weak prep	Inconsistent evidence	Adequate supporting Research materials	Strong, independent research	
Results:	1	4	5	3	
INTS 4500 Spring 2013					
SLO 1 INTS majors will demonstrate cross-cultural understanding and competencies. Indicator: Seminar roundtable readings, presentations, and discussion.					
Rubric:	Weak understanding	Partial understanding/ application	Consistent/ application	Strong critical understanding	
Results:					
INTS 4500	0	8	4	1	
Spring 2013					
SLO 3 INTS majors will understand complex international issues through collaborate learning and teamwork. Direct External Indicator: Internship supervisor evaluation					
Rubric:	Excellent interpersonal/ teamwork	Works well	Satisfactory	Difficulty	Poorly
Results					
2012-2013	9	3	0	0	0

### C. Summary of Assessment Process

For over ten years, INTS deployed an assessment plan that started with an entry interview, skills assessment, and career plan, collected writing samples and instructor assessment grids from all core courses for an advising portfolio. Assessment grids from the capstone course were compared with earlier courses to calculate student SLO growth. Results may be reviewed in prior annual reports. Inconsistent submission of the grids from instructors, who found the paper grids to be time-consuming as well as reduction in the release time for the program director, led to a scaling back of the assessment plan. Consultation in the INTS Faculty Committee (who teach or have taught INTS core courses) resulted in a commitment to strengthen the emphasis on the skills required for success in the capstone course. Detailed assessment is still carried out in the upper-division integrative course, INTS 3100 (Global Systems), and INTS 4500 (Senior Seminar). Details on individual student growth in the SLOs were excluded from this report after the CLASS assessment team was informed that WASC was no longer emphasizing empirical evidence of student SLO growth. In INTS 3100 all assignments (10 reading/notes/presentations, a research paper with detailed research notes, and two in-class essay exams) were aligned with SLOs and were designed to prepare students for the Senior Seminar. In the Seminar, all assignments (seminar readings/presentations, research plan, notes, outlines, bibliography and final paper and formal presentation) are designed to measure student mastery of the SLOs. They form the main director indicator for SLO achievement. External internship supervisor's evaluation forms provide an additional direct indicator of SLO achievement. Student responses to the exit survey (summarized below) provide an indirect measure of student achievement (or at

least satisfaction) and a direct measure of student assessment of the program. All assessment results are circulated to the INTS Faculty Committee members and discussed by the committee. The result, as indicated above, was the strengthening of skill development in the core classes and a redesign of INTS 3100 and INTS 4500 to stress skill building and SLO practice (in-class research workshops, successive roundtable presentations, peer evaluation, team presentations).

#### D. Summary of Assessment Results

Additional assessment results. INTS administers an anonymous exit survey to every graduating senior at the end of the capstone seminar, which serves as an indirect indicator. The results in Spring 2013 are summarized here. They may be compared with past annual reports. 9/9 students said that they were very happy with the INTS major. 6/6 said that they planned international or U.S. inter-cultural oriented careers. 6/6 said that they had improved their second language skills while at CSUEB (including study abroad). 3/4 said that the internship had been very useful. 8/8 said that their academic advisor had been very helpful and readily available. 5/5 said that they had received useful career advising through the major. In addition to individual career advising, the INTS sponsored two career events, one a presentation on graduate programs by the Monterey Institute of International Studies and the other a Global Jobs Panel event co-sponsored with the Alumni Association. 7/8 students said that the seminar had been a very positive, if challenging, experience. 7/7 said that they felt well prepared for the seminar. 6/7 said that the major core courses fit together well with no overlap and no need for additional courses. 7/8 estimated that the INTS program helped to improve their writing. 8/8 felt the same about research skills. 6/7 felt the same about their oral communication skills. 3/8 said that they had used SCAA regularly.

### 3. STATISTICAL DATA (about 1 page)

#### a) Major Headcount and Degree Awarded Data

	Fall Quarter				
Headcount Enrollment	2009	2010	2011	2012	2013
<b>International Studies</b>					
1. Undergraduate	77	71	64	62	56
2. Postbaccalaureate	2	2	1	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	79	73	65	62	56
	College Years				
Degrees Awarded	08-09	09-10	10-11	11-12	12-13
<b>International Studies</b>					
1. Undergraduate	10	15	18	21	16
2. Graduate	0	0	0	0	0
3. Total Number of Majors	10	15	18	21	16

b) Course History Data

INTS Course Enrollment Data				
Courses	Winter 2010	Winter 2011	Winter 2012	Winter 2013
INTS 3100 Global Systems	42	32	33	27
INTS 4100 Internship	13	23	11	14
INTS 4500 Seminar	28	29	27	16

Explanation of appended data. In the five-year period under review, the total number of INTS majors dropped from 79 to 56. There is some doubt about the validity of these numbers, which do not seem to include double majors and exclude some non-CSU study abroad students. The CSUEB international students' office believes that the loss of Asian students may be due to the impact of the global financial crisis, especially in Japan. In addition, the decline in majors corresponds to the reduction in release time for the INTS director, which, combined with the loss of a work study student in the POSC/INTS office led to a discontinuation of an annual mailing of recruitment materials to feed community colleges.

The data on the number of INTS sections and thus the SFR are distorted because INTS 4100, the internship, is available every quarter and may involve more than one "section" per quarter, even though there are, on average, 15 individual student internships per year, all taught by the instructor for no additional pay.

c) Student Demographic Data:

CAPR Table 1  
California State University, East Bay

International Studies	Fall 2009			Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	Degree Level		TOTAL												
	Bachelor	PostBaccalaureate		Bachelor	PostBaccalaureate		Bachelor	PostBaccalaureate		Bachelor	PostBaccalaureate		Bachelor	PostBaccalaureate	
Female															
Black, non-Hispanic	3		3	3		3			3		3		4		4
American Indian or Alaska Native	1		1												
Asian	9		9	3		3	3		3	4		4	3		3
Hispanic	7	2	9	11	2	13	15	1	16	11		11	17		17
White	10		10	9		9	9		9	8		8	6		6
Multiple ethnicity	1		1				5		5	5		5	2		2
Race/ethnicity unknown	5		5	5		5	3		3	6		6	5		5
Nonresident aliens	9		9	11		11	8		8	4		4	2		2
Male															
Black, non-Hispanic	2		2	1		1	1		1	1		1	1		1
American Indian or Alaska Native															
Asian	9		9	9		9	4		4	4		4	1		1
Hispanic				2		2	5		5	5		5	7		7
White	8		8	5		5	2		2	3		3	3		3
Multiple ethnicity	1		1	2		2	3		3	2		2	1		1
Race/ethnicity unknown	7		7	4		4	2		2	1		1	2		2
Nonresident aliens	5		5	6		6	4		4	5		5	2		2
Total															
Black, non-Hispanic	5		5	4		4	1		1	4		4	5		5
American Indian or Alaska Native	1		1												
Asian	18		18	12		12	7		7	8		8	4		4
Hispanic	7	2	9	13	2	15	20	1	21	16		16	24		24
White	18		18	14		14	11		11	11		11	9		9
Multiple ethnicity	2		2	2		2	8		8	7		7	3		3
Race/ethnicity unknown	12		12	9		9	5		5	7		7	7		7
Nonresident aliens	14		14	17		17	12		12	9		9	4		4

Appendix A: INTS SLO Curriculum Map, 2014

Curriculum Map for Student Learning Outcomes Assessment, CSU East Bay																
Degree:	B.A in International Studies										Dept:	CLASS				
Levels:	I=Introduced; P=Practiced; M=Mastered (terms adopted from WASC recommendation)															
Indicators	A=Assignments; E=Essays; R=Research Project/Papers; T=Objective Tests;															
Symbols:	X=Exams of Mixed Types (tests, short answers, essays); O=Other Types of Work															
	V=Variable (may vary from different sections or instructors)															
	e.g., T50=The indicator is an Objective Test, which constitutes 50% of the course evaluation															
Instructions:																
1) Enter a course ONLY if that course is part of the requirement of the relevant major (either core, option requirement, or elective). Enter the course according to the course number, from smallest to the largest numbers).																
2) For each course, for the course line (see example 01), use the pull down list (click the cell, and the downward arrow will show) to indicate at what level the material is addressed for each SLO. For the Indicators line, enter the symbols, such as T50, O35, etc., to indicate the type of work and the % of its weight of the course evaluation (Round to every 5%, e.g., 15, 20, 25, etc.)																
3) If the SLO maps to any ILO, enter the same values under that ILO for the same course (see example 01). Map ALL relevant ILOs when appropriate.																
screen.																
Serial #	Course Prefix	Course #	SLO1	SLO2	SLO3	SLO4	SLO5		ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	Note	
01	ANTH	1300	I	I	I		I		I	I	I	I	I	I		
	Indicators		E 30	X 50	E 30		O O		E 30	E 30	E 30	E 30	V	X 50		
03	ECON	2302		I			I							I		
	Indicators			T 95			O O						V	T 95		
02	GEOG	2300	I	I	I		I		I	I	I	I	I	I		
	Indicators		X 95	X 95	X 95		O O		X 95	X 95	X 95	X 95	V	X 95		
04	GEOG	2310	I	I	I		I		I	I	I		I	I		
	Indicators		T/X 60	T/X 60	R 15		O O		R 15	R 15	T/X 60		V	T/X 60		
10	Methods course				I				I							
	Indicators				V				V							
05	MLL	All	I/P/M								I/P/M	I/P/M				
	Indicators		V								V	V				
09	HIS	3017	P	P	P		P		P	P	P			P		
	Indicators		E 10	T/X 25	E 30		O O		E 30		e 10			T/X 25		
06	INTS	3100	P	P		P	P		P	P	P	P	P	P		
	Indicators		A 5	R/X 60		A 20	O O		R 30	R 30	A 5	A 20	A 20	R/X 60		
11	St Abroad course		M	P	P	P			P		P	P	P	M		
	Indicators		V	V	V	V			V		V	V	V	V		
07	INTS	4100	M	M	M	M	P			M	M	M	M	M		
	Indicators		O 100	E 100	O 100	O 100	O 100			E 100	O 100	O 100	100	100		
08	INTS	4500	M	M	M		M		M	M	M	M	M	M		
	Indicators		A 20	R/A 1	R/A 100		O O		R/A 100		A 20	A 5	O O	R/A 100		