



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

History:

08-09 CAPR 23 (revised)

NOTE TO CAPR REVIEWER:

Read the Annual Report submitted by the program by visiting the [Five-year Reviews and Annual Reports by Department](#) page on the Academic Senate website; find the CAPR document that pertains to the last five year review (e.g. 08-09 CAPR 42). Read this document and identify the main issues raised by CAPR with respect to the five year plan and the goals set for this project in the intervening five years to the next program review. Report back on the program and the degree to which the Annual Report a) addresses the five year planning horizon as appropriate, and b) addresses the specific elements as parsed out below (questions 1-4).

YEAR: 2014-15

PROGRAM: International Studies Program

LAST FIVE-YEAR REVIEW: 2010-11

NEXT FIVE-YEAR REVIEW: To be determined

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 INST report covers a comprehensive review of the program and program needs, including a discussion on progress made toward the external reviewer’s suggestions in the last Five-Year Report. See below for more detail. Two of the many notable goals reported by the program are the foreign language requirement (through course work or examination), and the requirement that students achieve international field experience through Study Abroad or some other program.

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

Given the heightened features of globalization (e.g., immigration, migration, refugees, global economic and political trends), a BA in International Studies makes a very important contribution to the CSUEB and to local and global communities. Although the report indicates that the program is taking suggestions under review during the conversion process, Dr. Lee does not seem optimistic given the lack of resources. As the report indicates, under-funding hampers the program's ability to fulfill some of the suggestions made by the external reviewer in the last Five-Year review. One important suggestion was to offer more INST courses. (The program offers 3 INST courses and additional requirements are fulfilled through courses offered through services courses.) Of course, offering additional INST courses necessitates an INST hire which does not appear to be forthcoming. An additional problem is that 4 units of release time is not sufficient for the Director to complete the work of the program; this is especially evident when one sees the dedication to assessment and advising. The Director has utilized technology and other tools to streamline advising work, but additional resources are still needed. The external reviewer suggested that advising be outsourced to the INST Advisory Committee. However, Dr. Lee makes several good arguments against this practice, one being that the committee members are not allotted WTUs or stipends to do advising outside of their home department, and the committee is currently in flux. A final suggestion under consideration during conversion is to offer a dedicated INST methods course (suggested by the external reviewer). This is under consideration, but, once again, this change would necessitate additional resources.

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:

Yes No

What assessment instrument(s) were used to measure this SLO:

Yes No

What participants were sampled to assess this SLO:

Yes No

What assessment results were obtained, highlighting important findings from the data collected:

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:

INST provided in-depth information and reflection on assessment over time. Utilization of technological tools to streamline the exist survey was included in the report as a recent change. Dr. Lee made reported on an important and discouraging change to assessment. Longitudinal assessment of learning outcomes was dropped some time ago because: a.) WASC does not require that programs show improvement on specific

SLOs over time; and, b. INTS lacks the resources to conduct longitudinal assessments. The report appears to suggest that given resources INTS would like to conduct more longitudinal assessments. The lack of resources to do so is very discouraging given that longitudinal data would provide much more in-depth knowledge than cross-sectional, one time assessments. Longitudinal data would allow programs to reflect more extensively on what and how changes could be made.

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: A list of all SLOs was provided as well as a map of SLOs to ILOs. For the period under review INST assessed two components of SLO 3 (...majors will demonstrate an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability). SLO 3.B & C were assessed using a direct, embedded assignment. A thorough report of the instrument, rubrics, and assessment results was presented. (Copies of each item were attached as appendices.)

SLO 5 was assessed using an exit survey and a thorough report of results was presented.

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 and No (It appears that many of the majors are international students and detailed data on international students is not available. It would be interesting to learn students' countries of origin, the percentage of students from "developing" vs. "developed" countries, and the percent female/male in the program. However, given the lack of data, the burden would fall on Dr. Lee to compile this information.)

3b. Student level of majors?

Yes No

3.c Faculty and academic allocation?

Yes and No (INST is interdisciplinary and, as the report notes, Dr. Lee is the Director of INTS. However, I would have found it helpful to have a list of faculty who serve on the Advising Committee at the time of the report or at least the current number who serve and the departments represented on the committee.)

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: ILP/PLO mapping was included as well as rubrics for assessment, a thorough summary of each assessment, and summary tables of assessment results. The assessment report was exceptionally comprehensive.