



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

College	CLASS
Department	International Studies Program
Program Unit	
Reporting for Academic Year	2014-2015
Department Chair	Michael Lee, Director
Date Submitted	8/14/2015

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

First and foremost, the INTS Program assists students in developing individual academic and career plans and helps them to select international courses from across campus that 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 and sometimes overseas 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 of internationally focused and relevant courses are sent to the students on a quarterly basis prior to enrolment beginning.

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 requires a seven-course required core, which is consistent with international studies programs in the CSU system. Note that a transfer degree in Global Studies is being proposed by the California Community Colleges (CCC); the Director commented on this proposal prior to the June 30 deadline. The transfer degree proposes a 21 semester unit undergraduate requirement whereas our INTS major currently requires only 12 quarter units (plus between 0 and 24 quarter units of language instruction if not previously satisfied through native fluency or high AP scores).

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. This issue will be examined during the coming year as part of the Q2S

conversion process but it is likely that only moderate changes will be made as the advisory committee is in favor of the interdisciplinary nature of the program and it's not clear where the additional resources would come from to teach additional courses. INTS supports the need to further internationalize the entire curriculum at CSUEB in light of student interest and global educational trends and the Director has already reached out to other programs with respect to the inclusion of internationally-focused courses in the new semester curriculum.

As part of the Q2S review, the advisory committee will look at the possibility of replacing the current social science methods requirement with a bespoke INTS methods class as the outside reviewer recommended that the program offer a dedicated methods course. The program concurred with this observation. However, it is not clear where the resources would come from for any new INTS courses.

As previously mentioned, the CCC are proposing a transfer degree and in it are two dedicated global/international studies lower division classes. The desirability and possibility of adding new lower division INTS classes as part of Q2S will thus be examined.

C. Program Changes and Needs

The INTS program Directorship changed from Prof. Norm Bowen in Political Science to Prof. Michael Lee in AGES. During this transition year, POSC contracted the lecturer for INTS 3100, Dr. Emelia Ianeva and the now-retired departmental assistant Sandy Coulter scheduled the various course offerings. The administrative home of the program has now moved to AGES but the nature of the administration still needs to be finalized. AGES is unable to offer administrative support due to the departmental assistant, Marcia Brown, already administering multiple programs in both AGES and Theater and Dance. Thus, questions arose over who will schedule classes, administer arrangements for hiring lecturers, enroll students for special registration, process major declaration paperwork and so forth. Almost all of the paperwork was handled by the Director, in addition to advising and so forth, which was quite time-consuming. Special registration enrolment was temporarily delegated to the CLASS office and Michelle Xiong. The time commitment by the Director for 2014-15 was much more than the allotted 4 WTU release time even with a significant investment by the Director to develop excel versions of major checks that could be used as advising road maps and which were shared with students via Google Drive to facilitate communication. The Director developed an efficient system to download student course history and grades and paste them directly into the major check to avoid unnecessary retyping. Similarly, the Director developed a system to access all the scheduled courses prior to the registration period in an excel format permitting rapid editing down to a master list of courses pre-approved as electives or meeting core requirements, thus allowing students greater autonomy and attempting to reduce the degree to which they need personal consultations in planning course selections. This notwithstanding, the number of International Field Experience students and the effort required to administer and grade their work plus the weekly advising and other duties such as Welcome Day, CLASS Chairs meetings, honors graduation, report writing and so forth occupied more than 8 WTU of equivalent time.

It was indicated, in the last report, that as part of the administrative transition, INTS would implement a more decentralized approach to advising. The idea was that the Director would meet with new majors and then direct them to one of the members of the advisory committee to become the formal advisor. This has not yet been implemented, in part because the new Director

determined that a) the advisory committee members receive no resources for assisting the program, b) it was not clear how much time advising typically took (it turns out that, because of the complex nature of the degree with many potential emphasis, modes of satisfying language requirements, and options for International Field Experience, quite a lot as each student's curriculum is very much a la carte so to speak) and c) the advisory committee is in flux with several long-time members being replaced by new ones. As planned, advising worksheets were digitalized, thus facilitating communication between majors/minors and the program administration.

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

Based on Spring 2015 INTS 4500 Senior Seminar

SLO 3B INTS majors will demonstrate the ability to communicate in writing about complex international issues.

Indicator: 20-page seminar paper and preliminary assignments.

Met/exceeded overall SLO goals (based on assessment using rubric descriptors) = 7/16 (44%)

Did not meet overall SLO goals (based on assessment using rubric descriptors) = 9/16 (56%)

SLO 3 C INTS majors will demonstrate the ability to communicate orally about complex international issues.

Indicator: Formal Power Point-based seminar project presentation.

Met/exceeded overall SLO goals (based on assessment using rubric descriptors) = 12/16 (75%)

Did not meet overall SLO goals (based on assessment using rubric descriptors) = 4/16 (25%)

SLO 3A INTS majors will demonstrate the ability to conduct academic research on complex international issues. Indicator: (Only the research aspects of research paper rubric – Literature Review, Evidence, References descriptors).

Met/exceeded overall SLO goals (based on assessment using rubric descriptors) = 10/16 (60%)

Did not meet overall SLO goals (based on assessment using rubric descriptors) = 6/16 (40%)

SLO 2.

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

Met/exceeded overall SLO goals (as measured by positive evaluation by internship provider) = 8/8 (100%) (note that an additional 3 students who registered for INTS 4100 in 2014/15 have outstanding RP grades).

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. According to the prior Director, discussions in the CLASS Faculty Assessment Coordinator Team meetings indicated that a) few programs were engaging in such longitudinal assessments, in part due to the lack of an institutionally supported tracking mechanism, b) WASC requires that graduates are assessed on their acquiring of the SLOs not on their relative improvement over time. Hence, the practice of attempting to capture entry point knowledge, skills and dispositions to compare to student competencies at graduation was dropped some years ago. This year, the current Director thus continued the prior practice of using the research paper in the INTS 4500 (Senior Seminar), an exit interview administered to majors in this capstone class, and the student performance in INTS 4100 internships as the basis for assessment. In the senior seminar, the final paper and formal presentation are designed to measure student mastery of the SLOs. They form the main direct 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. The assessment results are circulated to the INTS Faculty Committee members during the subsequent Fall quarter and discussed by the committee.

D. Summary of Assessment Results

INTS administers an anonymous exit survey to every graduating senior at the end of the capstone seminar, which, through self-assessment performed by majors, serves as an indirect indicator of SLO 5:

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

The exit survey was digitalized and migrated to Blackboard this year in an effort to streamline the process and limit the need for time consuming data entry by the Director. It was modified to make some of the questions less open-ended using a likert scale with a spectrum of answers designed to offer a more clear cut self-assessment by students of their capabilities and their education. Additional questions may be added in future years. Out of the 19 students taking INTS 4500, one was not an INTS major and five failed to complete the survey (one WU, one incomplete, two failed to participate and one unknown reason). The results for the 13 majors who did complete the survey are contained in Appendix *. The major points can be summarized as follows:

Slightly more of the graduating seniors entered CSUEB as freshers than as transferring juniors (54% v 46%) with the average time spent at CSUEB being 3.2 years. The average time taken to graduate, including time spent at other higher education institutions, was stated to be 4.3 years. The respondents were able to articulate their reasons for choosing to become INTS majors and most focused on their love of/desire to travel, interest in international affairs, and/or interest in globalization. None of the respondents indicated that they wished they had chosen a different major, with 69% stating they were very happy with their choice. All of the respondents said they were either satisfied or very satisfied with their education at CSUEB. A variety of positive reasons were given including the quality of the professors, the study abroad opportunities offered, and the advising received. Complaints included the lack of a more active college experience or international affairs club, the requirement to sit the WST, the size of the GE component, and the intensity of the quarter system preventing effective information retention. Students were generally able to articulate their career goals with more than half intending to continue on to graduate studies and several interested in working in an international non-profit organization. That said, only 23% reported having extensively researched their career ideas and options and having made use of the career center and major advisor. The vast majority (92%) indicated that they believe their INTS major will be important or essential to getting the kind of career they want. Similarly, 92% of respondents answered that their INTS studies have been influential or very influential in shaping their career goals.

With respect to language proficiency attainment, the majority of the graduating seniors had already satisfied the language requirement and did not need to take additional classes, either by having native proficiency (69%) or having already passed an AP language course with a score of 4/5 (23%). That said, 61% still took language classes either at CSUEB or while studying abroad. Almost half said that they were still lacking in second-language proficiency and did not feel fully fluent at a professional or personal level. All of the students professed to being able to communicate effectively at a professional level in English. The majority of the graduating

seniors (10/13) were foreign students who studied abroad at CSUEB (5) or else studied abroad while completing their degree (in Taiwan, Germany, Japan, Costa Rica, and the UK). The majority of the graduating seniors who had completed their international field experience (study abroad or internship) found it to be a mostly or very valuable experience. Some 84% of the respondents thought it extremely important and that it should definitely be required of majors.

The majority of respondents were happy with the quality of their advising, with 62% rating it good and 31% adequate (the remaining student had not sought advising while at CSUEB). One student suggested that there should be a group informal advising each quarter, also attended by the study abroad coordinator, so as to encourage greater interaction. Otherwise, no changes to advising were suggested with most students highly complementary about the advising work of the prior and current Director. With respect to the methods course requirement for the major, respondents took a range of different classes to satisfy it but most indicated that it had been beneficial in enhancing their critical thinking and research skills. With respect to the lower division requirements, a slight majority expressed satisfaction with the current system although several called for INTS to have its own introductory course. Of the three required course categories, the cultural option was considered most beneficial and relevant and the economics option the least. The majority of respondents were fine or mostly fine with the current set up of having only three upper division compulsory taught courses, the other courses all being electives. Out of the 13 students, seven chose to emphasize a region (mostly Asia) while six chose to emphasize a theme. None chose to concentrate on a discipline in choosing their four emphasis elective courses. They were generally able to explain why they chose their emphasis. A slight majority said that they had experienced some difficulty in registering for their emphasis electives, citing infrequent or haphazard scheduling. Two of the graduating seniors were double majors and four completed minors, two in languages and two in business.

With respect to self-assessment of their writing abilities, all the respondents indicated that their skill levels had improved greatly while studying at CSUEB, with the majority crediting this to the courses taken for the major. The vast majority also said that their research skills had improved greatly, with a small majority of those crediting the courses taken for the major. Respondents also stated that their oral presentation skills had greatly improved but only a minority credited this to the courses taken for the major suggesting that greater emphasis could be placed on this skill in INTS classes.

The final question in the survey asked for suggestions on additional questions to ask in future exit surveys but instead, several students took this as a chance to make general suggestions. Several of them are worth noting:

1. Figure out how to ensure more popular courses for INTS majors can get scheduled more frequently
2. Make a greater, select number of core international courses such as Model UN, International Law and so forth required for all majors, rather than optional, so as to ensure a broader common international understanding for all majors
3. Offer more INTS prefix classes so that majors can build up closer ties to faculty as in other programs e.g. take multiple classes with the INTS faculty (i.e. Director).

In addition, the Senior Seminar capstone project – a quarter-long research essay on each student's chosen topic – is used as the basis for assessing SLO 3:

demonstrate the ability to research, write and communicate orally about complex international issues both individually and through collaborative learning and teamwork.

Rubrics were developed for the research project that primarily addressed the first aspect of the SLO, the individual dimension, but which did not address the second aspect, collaboration (that said, the capstone class used as the vehicle for this assessment process did include a collaborative framework in which students were paired up for the purpose of thesis development and preparation of a first draft of their papers prior to their submission to the instructor for feedback – this aspect could be incorporated for evaluation in a future iteration of the class perhaps). The rubrics were used both for grading and as a basis for assessing the degree to which majors both individually and as a collective have met or exceeded the Director's expectations with respect to competency in research and the written and oral presentation of its outcomes. Using a hybrid of criteria previously used for the capstone project by outgoing INTS Director, Prof. Bowen, and those used by the incoming Director in his capstone classes for the ENVT major, normative statements (descriptors) were developed for distinct aspects of the research and presentation process and shared with the students at the beginning of the class. Oral presentations by the graduating seniors were video-recorded and reviewed a second time to assess performance using the rubric. For the class, percentage grades were applied but for assessment, these were converted into a simple likert scale (1 being exceeded expectations, 2 being met expectations, 3 signifying partially met expectations/still developing and 4 being did not meet expectations/not yet developed). A spreadsheet matrix was used to graphically display the ratings given to the various aspects using a simple color code and simple averages were used to produce, unweighted composite scores and to determine the fractions of majors meeting the proficiency standards as represented by the rubric categories (see Appendices 2 through 5).

The following broad conclusions can be made from the assessment of the research papers and the oral presentations using the prepared rubrics, which were shared with the students at the very beginning of the class (but which had not previously been made available to them earlier in their education).

Of the 2015 graduating class, oral presentation skills were more advanced than research and writing proficiency skills. Of the various attribute descriptors articulated in the rubrics, 75% of the oral presentation ones were met or exceeded (with a range from a low of 44% for overall presentation content and the textual formatting of slides to a high of 100% for personal appearance). However, only 44% of the research and writing rubric attributes were met or exceeded (with a range from a low of 31% for the conclusion and a high of 81% for concept explanation). This suggests that on the whole, the graduating seniors 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. That said, if future graduating seniors are to be judged to perform better the following would need to happen: a) the rubric needs to be applied consistently by the same evaluator (the current Director) so as to ensure a level and equal benchmark of comparison, b) graduating seniors need to have a clearer idea of what constitutes excellence and what is expected of them. The latter will be best achieved if students have a familiarity with the expectations of the Director and have practiced applying the criteria in the rubric in developmental stages of research and writing in prior classes, most logically in INTS 3100 but also at other stages in their education.

Suggested changes for the future:

1. Systematize the capstone research project to require that it be related to the area of emphasis

that each major pursued. It was noted in the senior seminar that quite a few students had a hard time picking a topic and making rapid, solid progress in identifying and refining a research thesis to be pursued – in theory, imposing their existing focus of their emphasis area should make it easier for the student to quickly develop their ideas and provide a sound basis for research, having already developed familiarity with the subject matter from the courses taken. In addition, this will provide a more focused and rigorous capstone assessment of knowledge acquired as well as research and writing skills.

2. Publicize the rubrics on the INTS major organization page and make a copy of each available to students with their initial advising session. Provide examples of thesis statements at various degrees of refinement and examples of proficient work (competent, area of strength) and less than proficient work (needs improvement, weak). Ask students to bring at least one substantive research paper from a prior class and jointly evaluate it with the rubric as part of a norming exercise. Request that whoever teaches the INTS 3100 class use the same rubric to give feedback on their research papers but not necessarily as the basis for A-F grades i.e. for a junior level class, an A would align more with the competent descriptor than the area of strength descriptor.

3. Provide annual workshops to INTS majors as part of general advising to introduce and explain the program SLOs and, in particular, to discuss research and writing expectations and improve student skills and awareness (i.e. do not assume that the SLOs and the descriptor statements in the SLO-related assessment rubrics are self-evident).

3. STATISTICAL DATA (about 1 page)

a) Major Headcount and Degree Awarded Data

	Fall Quarter				
Headcount Enrollment	2009	2010	2011	2012	2013
<i>International Studies</i>					
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
<i>International Studies</i>					
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:

No international studies tables were available on the CLASS web page on the CAPR web site – only the table on student race and ethnicity. That table suggests that there were 49 majors in Fall 2014 down from a high of 71 in Fall 2010. However, a review of the INTS major organization page indicates that there are 69 members at present as detailed in the list of users.

Appendix A: INTS SLO Curriculum Map, 2015

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 recommendations)														
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.																
Reveal SLO/ILO text: Mouse over each SLO or ILO, the full text of that SLO/ILO will show on the screen.																
Serial #	Course Prefix	Course #	SLO1	SLO2	SLO3	SLO4	SLO5			ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	Note
01	ANTH	1300	I E 30	I X 50	I E 30		I O O			I E 30	I E 30	I E 30	I E 30	I V	I X 50	
03	ECON	2302		I T 95			I O O							V	I T 95	
02	GEOG	2300	I X 95	I X 95	I X 95		I O O			I X 95	I X 95	I X 95	I X 95	I V	I X 95	
04	GEOG	2310	I T/X 60	I T/X 60	I R 15		I O O			I R 15	I R 15	I T/X 60		I V	I T/X 60	
10	Methods course				I V					I V						
05	MLL	All	I/P/ M V									I/P/ M V	I/P/ M V			
09	HIS	3017	P E 10	P T/X 25	P E 30		P O O			P E 30	P	P e 10			P T/X 25	
06	INTS	3100	P A 5	P R/X 60		P A 20	P O O			P R 30	P R 30	P A 5	P A 20	P A 20	P R/X 60	
11	St Abroad courses		M V	P V	P V	P V				P V		P V	P V	P V	M V	
07	INTS	4100	M O 100	M E 100	M O 100	M O 100	P O 100				M E 100	M O 100	M O 100	M O 100	M O 100	
08	INTS	4500	M A 20	M R/A 100	M R/A 100		M O O			M R/A 100	M	M A 20	M A 5	M O O	M R/A 100	

Appendix B Capstone Research Paper (SLO3) Research and Writing Evaluation Rubric

DRAFT ESSAY AND FINAL PRODUCT	Area of Strength	Competent	Needs Improvement	Weak
Introduction – on reading my introduction it will be clear what the reader will derive from this essay and why this is important.	The topic of your essay is clearly stated, its importance clearly explained, and the objectives (what the reader will know and understand) clearly detailed (this should include a short, crisp statement of your thesis)	The topic of your essay is stated, the importance discussed, and the objectives listed.	One of the introductory aspects are weak or missing – the topic, its importance, and its objectives	The topic of your essay is not clear, its importance not well explained, and its objectives not sufficiently detailed
Lit Review – on reviewing my essay, the reader will have a clear impression of the literature consulted and its breadth and depth.	Exhaustively researched and made excellent use of the available literature for relevant aspects (more than 20 quality sources)	Broadly researched and made good use of the available literature for relevant aspects but could have been more exhaustive	Had an adequate cross-section of available sources but could have done better – relied heavy on only a few sources for most of content	A less than adequate selection of available sources to inform the essay (less than 10 quality sources)
Thesis – on reading my essay, the reader will gain a clear impression of the research question I set out to address. (There should only be one main research thesis/question that your paper addresses although, as necessary, you can state additional, secondary questions related to this main thesis)	Major thesis (research question) is fully articulated in a manner that systematically and logically sets out the basis/framework for your subsequent supporting argumentation.	Major thesis (research question) is summarized and provides linkages to subsequent supporting argumentation.	Major thesis (research question) requires greater clarity or detail so as to match with subsequent supporting argumentation.	Major thesis (research question) is not clear and/or not matched with subsequent supporting argumentation.
Concepts – on reading my essay, the reader will be familiar with the key concepts needed to understand the thesis and the arguments offered	Key concepts related to the thesis and included in the argumentation are clearly defined and, as needed, explained as to their importance and relevance.	Key concepts related to the thesis and included in the argumentation are clearly defined but some are only partly explained as to their importance and relevance.	Key concepts related to the thesis and included in the argumentation are listed but some are inadequately defined or explained.	Key concepts necessary to understand the thesis and its argumentation are missing and/or inadequately defined and explained
Argument – on reading my essay, the reader will recognize and understand the arguments offered in support of my conclusions.	Arguments in support of thesis are well constructed and compelling – the most critical points are clearly identifiable, in a logical sequence, with obvious scaffolding, and avoiding all non-sequiturs	Arguments clearly support the thesis, key points are identifiable and are presented in a logical sequence avoiding non-sequiturs	Arguments support the thesis but the relative importance of points are not clearly apparent, or they are presented with occasional non-sequiturs	Arguments offered do not adequately support the thesis, are not logically sequenced, and/or contain frequent non-sequiturs

DRAFT ESSAY AND FINAL PRODUCT	Area of Strength	Competent	Needs Improvement	Weak
Evidence – on reading my essay, the reader will recognize and accept the validity of my arguments on the basis of the evidence provided (note that each separate evidence paraphrase needs its own citation; thus it is best to weave two or more sources together for the same argument to avoid repetitive citation and visible over-reliance on single sources)	Arguments are carefully and well supported by adequate data and systematically cited sources using frequent in-text citations.	Arguments are supported by adequate data and cited sources using in-text citations.	Arguments are supported by adequate data but in-text citations are infrequent to consistently identify data sources.	Arguments are not made or are made without adequate supporting data.
Conclusion – on reading my essay, the reader will agree with the conclusions offered with respect to the thesis on the basis of the prior information provided	Major findings with respect to the thesis are carefully and concisely summarized while avoiding repeating prior material. Value is added by describing uncertainties/gaps identified during the research, additional research questions raised by the findings, and policy and practical implications suggested by the findings.	Major findings with respect to the thesis are summarized. Value is added by describing uncertainties/gaps identified during the research, additional research questions raised by the findings, and/or policy and practical implications suggested by the findings.	Major findings with respect to the thesis are carefully and concisely summarized while avoiding repeating prior material.	Essay lacks an adequate conclusion or provides one that fails to summarize the main findings or else merely repeats prior material without adding additional insight or value.
English – on reading my essay, the reader will acknowledge my strong command of written English.	Uses complete sentences and the full variety of sentence types with no sentence errors and in a manner that is pleasing and easy to read. No or minimal passive voice.	Uses complete sentences and the full variety of sentence types but sentence structure and variation is a little difficult to follow in places and/or some use of passive voice.	Limited sentence variation and/or an incomplete or run on sentence or a frequent use of passive voice.	Several fragmented or run-on sentences and frequent use of passive voice.
Paragraphs - on reading my essay, the reader will acknowledge my strong command of composition and rhetoric.	Topic sections are divided by appropriate sub-headings. All paragraphs within sections are necessary, used consistently at identifiable thematic breaks, and linked with appropriate transitions.	Topic sections are divided by appropriate sub-headings but a few paragraphs are too long and should have had additional thematic breaks.	Some topic sections are not separately marked or one or two paragraphs have flawed transitions	Topic sections are not marked by appropriate sub-headings and paragraph use is inconsistent and with several flawed transitions.
Proof Reading – on reading my essay, the reader will perceive me to be a careful student who pays attention to detail, takes my time, and cares what my reader thinks of my	No errors; paper has been diligently proof read and spell/ grammar checked to avoid all errors, including common incorrect word uses (their/there, effect/affect, it's/its, form/from, etc.)	A few difficult to spot errors only.	Several errors that should have easily been spotted as part of normal final proof-reading.	Lots of errors; clearly lacking an adequate proof read and spell/grammar check

DRAFT ESSAY AND FINAL PRODUCT	Area of Strength	Competent	Needs Improvement	Weak
professionalism				
References – on reviewing my references, my reader will be able to locate all of my sources cited in my paper without difficulty	Referencing of sources is correct in all respects – alphabetized, consistent format, error-free, cited in text by author, no citations included without references or vice versa.	One or two errors in references or one or two missing citation/-reference pairings.	Several errors in references and/or missing citation-reference pairings.	Failure to follow the APSA style guide instructions in multiple areas.
Length – my paper meets the minimum requirements required for the class	Paper is a minimum of 20 pages double-spaced, 12 point text, not including References and Title Page			Paper is less than the minimum of 20 pages double-spaced, 12 point text, not including References and Title Page
Similarity – my paper contains no instances of plagiarism and my use of quotes are judicious and only used where absolutely needed.	If reviewed through Turnitin.com there will be no instances of cut and paste plagiarism and the similarity score will be <10%.			If reviewed through Turnitin.com there will be obvious examples of cut and paste plagiarism and/or the similarity score will be >10%.
Comments				

Appendix C Capstone Research Paper (SLO3) Oral Presentation Evaluation Rubric

Oral Presentation Rubric	D - Lacking development (Amateurish, unpolished)	C - Developing	B - Proficient	A - Advanced (Highly polished)
Content - was the content good, providing a comprehensive and coherent impression of the chosen topic to the audience? (score derived from second matrix below)	Presentation does not set or meet a clear objective. Audience does not gain an adequate understanding of the topic in question.	Objective of presenter is clear. Audience receives most of the information needed to understand the topic in question.	Objective is clearly stated and broadly met. Content permits the audience to come away with an adequate level of understanding of the topic in question.	Objective is crystal clear and directly satisfied. Content permits the audience to come away with a comprehensive understanding of the topic in question.
Organization - was the flow of information in the presentation logically organized so as to maintain audience interest?	Lacking organization, no logical sequence of information, difficult to follow.	Somewhat organized sequence of information but a little jumbled or with unnecessary repetition.	Logical sequence of information that is easy to follow with no repetition.	Logical, interesting sequence of information that maintains audience engagement and attention

Graphics - were the graphic elements of the presentation well chosen and appropriate to the subject matter?	Uses superfluous graphics, poor quality graphics, or no graphics	Occasionally uses graphics but they only somewhat support the text and the subject material	Appropriate use of graphics that relate adequately to the text and oral delivery.	Careful and thoughtful use of graphics to forcefully explain and reinforce the screen text and oral delivery.
Slide Design and Consistency - were the slides well designed using an attractive and consistent style?	Visually flawed and distracting design theme with varied, poor choice of backgrounds, layout, and/or font sizes and styles, etc. (i.e. visually ugly/too busy)	Varied design theme with some mild visual flaws (such as poor foreground/background contrasts or unnecessary cuteness, busyness, etc.)	Mostly consistent design theme with visually acceptable and easy to interpret elements	Consistent design theme with visually pleasing and easy to interpret elements (i.e. visually appealing/elegant)
Text Elements - were the text elements well chosen relative to the oral delivery and appropriately formatted for comprehension?	Too wordy, text too small and crowded, same content as oral presentation.	Not concise enough or else too cryptic, same content as oral presentation or requires too much attention to absorb while listening.	Text elements are clear with only minor repetition of oral delivery and/or difficulty in full absorption.	Has clear, well-chosen text elements that balance and reinforce the oral delivery.
Mechanics - were the slides professionally edited with no errors?	Lacks sufficient editing; has four or more obvious typo, spelling, grammar or other errors.	Careless editing; has several typos, spelling, grammar or other errors that should have been caught.	Presentation has one or two hard to spot errors that more meticulous editing would have corrected.	Presentation has no typos, misspellings or grammatical errors.
Eye Contact - was the presenter's interaction with the audience confident and engaging?	Presenter reads directly from notes or from screen projection with little to no deliberate eye contact.	Presenter makes occasional deliberate eye contact, but still reads most of oral delivery and/or looks frequently at screen.	Presenter maintains steady eye contact most of the time but occasionally returns to notes/screen for support.	Presenter maintains steady eye contact with audience, seldom returning to notes or looking at the screen showing that he/she knows what the visual content is and needs no support.
Elocution - was the oral delivery clear, confident and aurally comprehensible?	Presenter mumbles, incorrectly pronounces terms, and/or speaks too quietly for those in the back of room to hear.	Presenter's voice is uninteresting, monotone, presenter stumbles over certain terms, and/or audience members have occasional difficulty hearing the presentation.	Presenter's voice is clear and engaged. Presenter pronounces most words correctly and fluidly. Most audience members can easily hear presentation.	Presenter uses a clear, enthused and engaging voice with correct, precise pronunciation of terms so that all audience members can fully hear and enjoy the presentation.
Timing - was the timing good – neither too short nor too long and well-paced?	Poor timing - a) finished >3 mins short of allotted time, b) uncomfortably rushed to finish up material and/or truncated presentation, c) finished >3 min over allotted time.	Less than adequately timed: within +/- 3 min of allotted time but apparent change of pace to stay within +/- 3 min of allotted time	Adequately timed: within +/- 3 min of allotted time, no apparent change of pace to fit allotted time	Well timed: +/- 1 min of allotted time and evenly paced
Appearance - was the presenter professional in appearance and demeanor?	Is casually/ inappropriately dressed and is visibly nervous/ uncomfortable in front of audience or has difficulty operating the equipment.	Is dressed appropriately (professional attire) but is visibly nervous/uncomfortable in front of audience or has difficulty operating the equipment.	Is casually/ inappropriately dressed but appears comfortable in front of audience and operates equipment smoothly and correctly.	Is dressed appropriately (professional attire), appears comfortable in front of audience and operates equipment smoothly and correctly.

<p>Subject Knowledge as Demonstrated by Question/Answer - was the presenter able to answer questions confidently and comprehensively. (Note that a decision to restate/rephrase the question to the questioner, if it is vague or confusing in order to establish clarification, is acceptable and, if deemed warranted by the instructor, will be seen as a positive attribute)</p>	<p>Does not demonstrate a clear grasp of the information; cannot answer/ handle questions about subject.</p>	<p>Is uncomfortable with the information and is able to answer only rudimentary questions.</p>	<p>Has anticipated and is at ease with the questions but fails to elaborate.</p>	<p>Demonstrates full knowledge (i.e. deeper than that delivered in the presentation) by answering all questions clearly, with appropriate elaboration.</p>
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Presentation Content Rubric	Lacking development (Amateurish, unpolished)	Developing	3: Proficient	Advanced (Highly professional and polished)
Introduction - topic, concepts, thesis	Audience lacks clear expectations for the presentation - topic is unclear, key concepts are omitted, and the thesis poorly defined (note that if the introduction content does not match the actual presentation content, this option will be selected)	One of the following is missing or weak; presenter introduction, topic of presentation, concept definitions, thesis outline.	Audience has fairly clear expectations for the presentation: presenter self-identifies, topic of presentation is articulated, concepts are laid out, and the thesis is outlined.	Audience has very clear expectations for the presentation: presenter self-identifies, topic of presentation is clearly articulated, main concepts covered logically laid out, and the thesis succinctly outlined.
Literature Review - scope and key sources	Key influences/ sources are not clear to the audience: one or both of the following is missing; identification of main sources/authors, depth and breadth of research.	One of the following is weak or unclear; identification of main sources/authors, depth and breadth of research.	Key influences/ sources are presented: main sources/authors of information are identified and scope of research is apparent.	Key influences/sources are clear to the audience: main sources/authors of critical information are clearly identified (incl. chronology, most influential authors & works), depth and breadth of research is clear (e.g. type and range of journals/sources consulted)
Argument - main findings and conclusions	Audience lacks a clear understanding of the presenter's thesis and the outcomes of his/her research; the findings are unclear and the conclusions are not consistent with the thesis or the findings.	One of the following is weak or inconsistent with the others; understanding of the thesis and/or outcomes of the research, main findings and/or conclusions	Audience gets an adequate understanding of the presenter's thesis and the outcomes of his/her research and the findings and conclusions presented are consistent.	Audience gets a coherent and clear understanding of the presenter's thesis and the outcomes of his/her research; the findings and the conclusions are clear, logical and consistent with each other and the thesis.

<p>Evidence - supporting research, data, etc.</p>	<p>Audience is not provided with appropriate/adequate supporting evidence - it is not apparent how the findings and conclusions offered in the argument were derived.</p>	<p>Supporting evidence for the findings or conclusions is limited; audience is left unsure as to how a portion of the findings or conclusions were derived.</p>	<p>Audience is provided with adequate supporting evidence (cited research findings, data summaries, etc.) to show how the findings and conclusions offered in the argument were derived.</p>	<p>Audience is provided with obvious and compelling supporting evidence (cited research findings, data summaries, etc.) to show and justify the findings and conclusions offered in the argument.</p>
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Appendix D Results of Capstone Written Paper Research and Writing Evaluation

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	AV	% MET OR EXCEEDED
Introduction – on reading my introduction it will be clear what the reader will derive from this essay and why this is important.	2	1	4	1	4	1	2	1	1.5	1	1	3	2.5	1	1	3	1.9	69%
Lit Review – on reviewing my essay, the reader will have a clear impression of the literature consulted and its breadth and depth.	1	1	4	1	4	2	2	1	2.5	1	2	2	4	2	2	2	2.1	75%
Thesis – on reading my essay, the reader will gain a clear impression of the research question I set out to address. (There should only be one main research thesis/question that your paper addresses although, as necessary, you can state additional, secondary questions related to this main thesis)	2	1	4	3	4	1	2	1	2.5	1	1	3	3	1	1	3	2.1	56%
Concepts – on reading my essay, the reader will be familiar with the key concepts needed to understand the thesis and the arguments offered	2	1	4	2	2	1	2.5	1	2.5	1	1	2	2	1	2	2	1.8	81%
Argument – on reading my essay, the reader will recognize and understand the arguments offered in support of my conclusions.	2	2	4	3	3	1	3	1	3	1	2.5	2	2	2	1	4	2.3	56%
Evidence – on reading my essay, the reader will recognize and accept the validity of my arguments on the basis of the evidence provided (note that each separate evidence paraphrase needs its own citation; thus it is best to weave two or more sources together for the same argument to avoid repetitive citation and visible over-reliance on single sources)	2.5	2	4	2	2	1	2	1	3	1	4	1	3	2.5	2	3	2.3	56%
Conclusion – on reading my essay, the reader will agree with the conclusions offered with respect to the thesis on the basis of the prior information provided	3	2	4	2	4	1	4	1	3	3	4	3	3	2	3	4	2.9	31%
English – on reading my essay, the reader will acknowledge my strong command of written English.	2	2	1	3	2	1	4	1	4	1	1	1	2	2	1	4	2.0	75%
Paragraphs - on reading my essay, the reader will acknowledge my strong command of composition and rhetoric.	2	2	2	3	4	1	2.5	1	3	1	2.5	1	3	3	2	3	2.3	50%
Proof Reading – on reading my essay, the reader will perceive me to be a careful student who pays attention to detail, takes my time, and cares what my reader thinks of my professionalism	3	3	2	4	3	3	4	1	4	1	2	2	2	3	3	4	2.8	38%
References – on reviewing my references, my reader will be able to locate all of my sources cited in my paper without difficulty	2	3	2	2	2	2.5	4	1	4	2	3.5	1	4	3	2	4	2.6	50%
Length – my paper meets the minimum requirements required for the class	1	4	4	1	1	4	4	1	1	1	1	4	4	4	1	4	2.5	50%
OVERALL	2.0	2.0	3.3	2.3	2.9	1.6	3.0	1.0	2.8	1.3	2.1	2.1	2.9	2.2	1.8	3.3	2.3	44%

Appendix E Results of Capstone Oral Presentation Evaluation

STUDENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	AV	% MET OR EXCEEDED
Presentation																		
Content - was the content good, providing a comprehensive and coherent impression of the chosen topic to the audience? (score derived from second matrix below)	3	2.5	3	2	3	1.5	2	1.5	2.5	1	2.5	2	3	2	2.5	2.5	2.3	44%
Organization - was the flow of information in the presentation logically organized so as to maintain audience interest?	2	2	2	2	2	1	2	1	2	1	3	1	2	1	2	2	1.8	94%
Graphics - were the graphic elements of the presentation well chosen and appropriate to the subject matter?	2	2.5	4	2.5	2	1	2.5	1	2	1	2.5	1.5	3.5	1.5	3	2.5	2.2	50%
Slide Design and Consistency - were the slides well designed using an attractive and consistent style?	2	2	3.5	2	2	2	1	1	2	1.5	2	2	3	1	2	2	1.9	88%
Text Elements - were the text elements well chosen relative to the oral delivery and appropriately formatted for comprehension?	2	3	3.5	3	1.5	2	2	2.5	2.5	1	3	2	3.5	1	3.5	3	2.4	44%
Mechanics - were the slides professionally edited with no errors?	2	2.5	2	4	2	2	1	1	2	1	1	1	2.5	1	2.5	2	1.8	75%
Eye Contact - was the presenter's interaction with the audience confident and engaging?	2	3		2	1	1	3.5	1	2	1	2.5	2		2	2.5	3	2.0	64%
Elocution - was the oral delivery clear, confident and aurally comprehensible?	1	2		1	1	1.5	1.5	1	2.5	1	2.5	1.5		1	1	1.5	1.4	86%
Timing - was the timing good – neither too short nor too long and well-paced?	1	1		1	1	4	1	1	1	1	2	4		4	1	4	1.9	71%
Appearance - was the presenter professional in appearance and demeanor?	1	1		1	1	2	1	1	1	1	1.5	1		2	1	1	1.2	100%
Subject Knowledge as Demonstrated by Question/Answer - was the presenter able to answer questions confidently and comprehensively. (Note that a decision to restate/rephrase the question to the questioner, if it is vague or confusing in order to establish clarification, is acceptable and, if deemed warranted by the instructor, will be seen as a positive attribute)	1	1		2.5	1	2	1.5	1	2	1	2	1.5		1	1.5	2	1.5	93%
OVERALL	1.7	2.0	3.0	2.1	1.6	1.8	1.7	1.2	2.0	1.0	2.2	1.8	2.9	1.6	2.0	2.3	1.9	75%
Content																		
Introduction - topic, concepts, thesis	3	2	3	1.5	2	1.5	1	1	2	1	2.5	2	3	2.5	2	2.5	2.0	63%
Literature Review - scope and key sources	3	2.5	3	3	3	2.5	3	2	2	1	3	2.5	3	2	3	3	2.6	25%
Argument - main findings and conclusions	2	2	3	2	3	1.5	2	1.5	2.5	1	2.5	2	3	1	2	2.5	2.1	63%
Evidence - supporting research, data, etc.	3	3	3	3	3	2	3	2	2.5	1	3	1.5	3	2	3	3	2.6	31%

Appendix F - Results of Exit Interview Graduating Seniors, Spring 2015, Senior Seminar (13 respondents)

The following responses to the exit survey administered through Blackboard have been spell-checked to correct typos but are otherwise unedited. Summary statistics have been provided for some questions to reflect the different responses of native and non-native students.

1. Did you enter Cal State East Bay as a fresher, sophomore, junior, or a senior?

	Percent Answered
Fresher	53.846%
Sophomore	0%
Junior	46.154%
Senior	0%
<i>Unanswered</i>	0%

2. How long have you been a student at Cal State East Bay? (enter the number of years/quarters e.g. 2 years and 1 quarter = 2.25, 3 years and 3 quarters = 2.75 - include summer)

Answers	Percent Answered
3	15.385%
2	15.385%
1.5	15.385%
2.75	7.692%
5	7.692%
4	30.769%
4.5	7.692%
<i>Unanswered</i>	0%

Average	3.2
Fresher	4.0
Junior	2.2

3. How long have you been declared an International Studies major? (enter the number of years/quarters e.g. 2 years and 1 quarter = 2.25, 3 years and 3 quarters = 2.75 - include summer)

Answers	Percent Answered
3	23.077%
2	30.769%
1	7.692%
1.5	15.385%
2.75	15.385%
4	7.692%
<i>Unanswered</i>	0%

Average 2.3

Fresher 2.7

Junior 2.0

4. How long will it have taken you to graduate with your degree from when you first started at university (not since you came to Cal State East Bay but since you took your first fresher class)? (enter the number of years/quarters e.g. 2 years and 1 quarter = 2.25, 3 years and 3 quarters = 2.75 - include summer)

Answers	Percent Answered
2 years	7.692%
3	15.385%

5.5	7.692%
6	7.692%
5	7.692%
4	23.077%
4.5	7.692%
3.25	15.385%
8	7.692%
<i>Unanswered</i>	0%

Average 4.3

Fresher 4.1

Junior 4.5

5. How much time did you spend studying at a community college before transferring to a four year institution (Cal State East Bay or another)? (If you did not, enter 0, otherwise enter the number of years/quarters e.g. 2 years and 1 quarter = 2.25, 3 years and 3 quarters = 2.75 - include summer)

Answers	Percent Answered
3	23.077%
0	53.846%
4 years	7.692%
4	15.385%
<i>Unanswered</i>	0%

Average 1.6

Fresher 0.0

6. What explains how quickly/slowly it has taken you to graduate (if you are on track to graduate in four years, say why and if not, say why not)?

Unanswered Responses

0

Given Answers

I studied slowly with few breaks in the middle due to illness. Thus not on track to graduate in four years.

I just focused on what I needed to graduate, so it was quickly.

English class has taken me to graduate slowly because I could pass the class though I could not pass portfolio, thus I was planning to graduate this year though it extends to next year.

It took me total of 5 years to graduate 3 years in Chabot College that was because I also took ESL classes in there too. Hence in CSU Eastbay I think the quarter system really help me to stay on schedule and graduate faster.

I was studying abroad in Taiwan; the classes they offered were mostly lower division. The reason I am not able to graduate on time is because I still need to complete the upper division count requirements. However, if u had not gone to Taiwan, I may have graduated earlier than usual.

It took me a while in my community college because the lack of adviser. I think since I transfer to East Bay I fell I am finishing early, because I feel I am taking the right t classes

I was an exchange student the first year and did not start working towards my degree until 2011. I also had 6 months off after my AA degree since I earned a work permit and wanted to use it before transferring.

It took me a year longer to graduate because I misunderstood one of my requirements.

I work for my family business and therefore had responsibilities outside of college. I've been a part-time student my entire pursuing higher education. For these reasons it's taken me twice as long to earn my degree.

I spent 3 years undeclared and didn't efficiently do my lower division GE and major requirements.

Even though I wanted to graduate in 4 years, I couldn't because of my indecisiveness. I actually switched majors 3 times during my years in CSUEB, and I spent the first two years of college feeling unmotivated to study.

I had AP credit when I started studying at CSUEB. Also, during my study abroad, I was able to take more than 17 units per quarter (no unit cap). I am on track to graduate after the Fall 2015 quarter.

I took a lot of time at community college because the fees were cheap and I had an arts-related volunteer job I devoted a lot of time to. I'm glad I waited to apply to university proper because I was in a place after the time in community college where I could take studying seriously. When I got to university, I wanted to do a double major because my interests hadn't been in the art world for a long time but I didn't want to stop investing in that skill-set. So taking three years to complete two degrees doesn't seem like an unreasonable amount of time to me.

7. Why did you select International Studies as your major?

Unanswered Responses

0

Given Answers

Because I was going overseas and met a good number of requirements already.

I've always been interested in international affairs and wanted to study abroad.

I chose International Studies major because I liked learning about different cultures and want to travel to different parts of the world someday.

Selecting international studies as my major was not a difficult choice; I have always loved traveling, cultures, world affairs and globalization. By looking at the course description, I knew immediately that this was the right major for me. I grew up in an international environment and my dad introduced me to many cultures through our travels. My dream has always been to work internationally with colleagues from all over the world. Studying international relations keep me motivated and excited to continue school.

Since a child I had the idea of traveling the world. So I looked into a major that would allow me to do that and I did. International studies is the prefect major for me.

I wanted to learn about Japan from outside of my country.

I think today everything that we consume is product of globalized planet. Therefore, INTS is a great major that help me to understand about all dimensions of globalization and how to identify the benefits and problems of globalization.

Studying the different world conditions in regards to politics, human right, international relations, business and development has been an area of interest to me for a while now. Being accepted into the program in Cal State EB helped me to realize my dream.

I selected it because the options in emphasis it allowed me to change my mind, in a sense, without changing my major. Also having a global sense of whatever you are doing is more in tuned with what is expected in the work field of today.

I was planning to select Hospitality when I was a sophomore though I changed to International Studies because I believed that International Studies could learn and exchange information about culture, religion, and politics through required classes. I hope to work at airport and in hospitality; I can learn how communicate with customers though I should understand different nations' culture and characteristic than I understand hospitality.

I have always had an interest in world history, geography and cultural studies, and I was excited to participate in a major that would allow me to focus on all of these subjects.

I always had been concern of the Human Rights issue especially in my home country and other part of the Arab World. I feel maybe n the near future I could lead and people understand the concept of Human Rights in that part of the world.

There's a legacy of pursuing such research in my family. The affairs of the world are what interested me from a very young age because of that. I'm a professional illustrator, but the art world doesn't appeal to me on an intellectual level and I didn't want to spend my career there.

8. Are you still satisfied with your choice of this major - on a scale of 1-4, how happy?

	Percent Answered
Very happy I chose INTS	69.231%
Reasonably happy I chose INTS over other options	23.077%
Ambivalent about my choice of INTS compared to other options I could have chosen	7.692%
Not happy - wish I'd chosen a different major	0%

Unanswered

0%

9. How satisfied are you with your overall education at Cal State East Bay?

Percent Answered

Very satisfied - I got an excellent education

46.154%

Satisfied - I got a good education

53.846%

Ambivalent - I got a so-so education

0%

Not satisfied - I did not get a good education

0%

Unanswered

0%

10. Why do you feel the way you do about your education at Cal State East Bay? Can you share a few reasons for your feelings?

Unanswered Responses

0

Given Answers

I had the chance to meet and connect with many knowledgeable and intelligent professors. I was impressed by their extensive experience in working abroad and I enjoyed having professors of different nationalities. I took interesting courses and listened to great guest speakers during my time here. I would have loved to have a more active college experience in terms of campus clubs that discuss international affairs and news/issues, or more chances to hands-on experience in the bay area with fellow INTS students.

I feel I have learned so much thinking especially in my Global System class also looking at the world from a bigger view. The only think I am not happy with is the WST, which I really don't understand after all the English course I have, took at the community college.

My best college experience was my year studying abroad, and I will always be grateful for the opportunity that CSUEB gave me to do this. I am very satisfied with the classes I took for my major (as well the flexibility the major offered me), but I do not like the emphasis the university places on general education (GE). It was frustrating having to choose between general education classes that I knew I would need to graduate and

upper division classes that really interested me.

I could not learn much if I went to a Japanese university.

I think the program covers a broad spectrum of political consciousness and invites students to ask profound questions about the world and humanity. There were fields I wasn't as interested in coming in to the program that I learned and enjoyed learning about anyways. For example I was never as interested in economics as political and social issues and that's still the case. I'd rather do research where I go out and talk to people than look at economic models. But I got a good foundation in the ideas that people in this field need to know and enjoyed learning about it. The internship requirement is an excellent facet of the program. I'm happy to say I just got my first paycheck yesterday because of the opportunities I gained through the internship program. The INTS department was very supportive of my efforts to do intersectional work combining my skillset as an illustrator with my internship and that openness to thinking and acting laterally is what the field of International Studies needs.

I feel uncertain about my future even though I'm graduating with a Bachelor's degree. The professors at East Bay are good, but the quarter system makes me feel like I haven't actually retained 70% of my education. I'm also not sure on where my INTS degree can take me.

My liberal arts education at Cal State East Bay under the INTS major has been fantastic, as it has allowed me to take courses in many interesting areas such as political science, social science, geography, sociology and ethnic studies among others. I really like interdisciplinary approach of the INTS major. I've also been able to take courses based on other interests I have which include music and language. I was also able seamlessly include a Spanish minor to my education at East Bay as well. I've also had a fantastic time in the music department.

I don't have much of an opinion on East Bay.

There were times that I allowed myself to not try hard but that was my fault, for my senior seminar class I was able to see how much east bay had taught me. It was a difficult class but the years of being at east bay prepared me for that class.

I feel satisfied with my education because I believe I experienced everything East Bay had to offer. I got involved in clubs and accepted many leadership opportunities while attending East Bay. I studied abroad and took advantage of employment opportunities offered by the University as well.

Let me make this clear, all my professors and faculty members in INTS department were very professional, passionate, and caring with extensive background from international relations. Hence, the University has adopted some very discriminatory policies towards different departments for instance the funding for business and nursing programs are incomparable with Liberal Arts: most of our classes smelled like urine. If a caring inspector from CSUEB inspects both the business and Michael John building and classes would soon realize the problem. Or maybe university is not interested to other departments needs because as a student I identify this problem how come the University hasn't yet?

The number one reason I feel the way I do, is because most of the professors I came across have a good understanding of the subject they are teaching. They teach it in a way that fed my interest even more. So far

the ones I had were helpful outside our class as well.

I feel comfortable to be education at Cal State East Bay because requirements for GE is clear, major advisor is great, and teachers are almost fine.

11. What are your career goals in the coming years once you graduate?

Unanswered Responses

0

Given Answers

Be part of any NGO. My main Goal is to be part of the UN, which I think would be very hard to achieve.

I'm planning to continue doing intersectional work using my skillset as an illustrator in the NGO field using the connections I made through my internship. While doing this, I plan on applying for and then pursuing a degree in Journalism with an emphasis in international journalism at UC Berkeley. Eventually my goal is to do work in research and journalism on International Studies topics and hopefully combine them with illustration the way that cartoonists like Joe Sacco do.

First I will be working on my advanced degree and then I will pursue an international Career.

I am currently pursuing entry-level positions in various fields so my goal right now is to have a job that I can grow in for at least the next 2 to 3 years.

I would like to work at airport as my career goal.

I will try to get a job within an international company, hopefully within sales and/or business intelligence, and then continue to graduate school. After graduate school, I will apply for a position with Ernst & Young within advisory. My goal for the future is to work within a division of the United Nations.

I plan on either teaching English in Japan, or joining the Air Force.

I would like to return to Germany after I graduate and get a Master's degree at a German university, preferably in Intercultural Communication and Education. I have also been contemplating getting a CELTA certificate so that I can teach English as a second language. In the future, I would like to work with international students, perhaps at a university for an international program or an institute for intercultural communication.

I plan to continue working for the family business; however, I'm also considering pursuing a graduate degree.

I also plan to look into internship possibilities after graduation.

My Career goal is to work in a Global Organization that focuses on development. After a year of work experience, I will think about planning to join graduate school.

I would like to do a teaching exchange through JET or something similar.

Be a worker at a professional baseball team in Japan.

Hopefully, I want to be able to join the peace corps for a chance to teach English as a second language, go to graduate school, and maybe work for the government (CIA?).

12. What efforts have you made during your time at Cal State East Bay to plan for your future career?

	Percent Answered
Extensive - I independently researched my career ideas and options and discussed them with both the Career Center and the INTS advisor.	23.077%
Moderate - I did my own research on my career options but didn't really meet with the Career Center and the INTS advisor to discuss them	53.846%
Slight - I had at least one discussion with the Career Center and/or the INTS advisor about career options	7.692%
Minimal - I didn't really research my options/discuss my career options with anyone else but friends and family.	15.385%
<i>Unanswered</i>	0%

13. How relevant do you think your INTS major will be in helping you in the kind of career you want for yourself?

	Percent Answered
Essential	46.154%
Important	46.154%

Relevant	7.692%
Unimportant or not relevant	0%
<i>Unanswered</i>	0%

14. How influential have your studies as part of the INTS major been in helping you decide on your career goals?

	Percent Answered
Very influential - I didn't have a clear idea of what I wanted to do before and because of my INTS studies I do now (choose this option also if you changed your mind because of INTS)	38.462%
Influential - my INTS studies have helped shape my career goals but not decide them per se.	53.846%
Neutral - my INTS studies have had little influence on my career goal decisions because I knew exactly what I wanted to do and didn't need INTS to help me	7.692%
Not influential - I am still undecided on what I want to do - my INTS studies have not really helped me decide in any significant way	0%
<i>Unanswered</i>	0%

15. What was your 2nd language proficiency on declaring the INTS major? (note that for INTS, a 2nd language is a language other than English)

	Percent Answered
Already fluent in 2nd language	69.231%
Already had passed intermediate classes or had 2nd language AP score 4/5	23.077%
Had beginning proficiency only	7.692%
Had no prior 2nd language instruction	0%

Unanswered

0%

16. Has your 2nd language proficiency improved while at Cal State East Bay? (this applies only to non-English language instruction - if you had fluency in more than one language and took another while at Cal State East Bay please choose one of answers 2-4, otherwise choose answer 1)

Percent Answered

No, I did not take any additional language classes while at Cal State East Bay

38.462%

No, because the classes I took at Cal State East Bay were not sufficient for my proficiency to improve

0%

Yes, because the classes I took while at Cal State East Bay helped me improve

30.769%

Yes, because I studied abroad/did my internship abroad and improved my language there (choose this option if you credit your improvement more to your experience studying overseas)

30.769%

Unanswered

0%

17. How fluent do you feel in your 2nd language (i.e. other than English)?

Percent Answered

I feel that I have native or near native speaker proficiency.

46.154%

I feel that I have the ability to communicate adequately in most professional and personal settings and can comprehend at a relatively high reading level.

7.692%

I am capable of general conversation and reading comprehension but feel I lack some vocabulary and nuance.

46.154%

I am not confident in my ability to speak my 2nd language or in my ability to read and comprehend at more than a basic level.

0%

Unanswered

0%

18. If English is your 2nd language, what level of proficiency did you have in English when starting your studies at Cal State East Bay?

	Percent Answered
This question does not apply to me - English is my native language	38.462%
I had native or near native speaker proficiency	15.385%
I had the ability to communicate adequately in most professional and personal settings and can comprehend at a relatively high reading level	38.462%
I had general conversation and reading comprehension but lacked some vocabulary and nuance	7.692%
I was not confident in my ability to speak English or in my ability to read and comprehend written English.	0%
<i>Unanswered</i>	0%

19. If English is your 2nd language, how well do you rate your English language skills now you are about to graduate from Cal State East Bay?

Answers	Percent Answered
This question does not apply to me since English is my native language.	38.462%
I feel that I have native or near native speaker proficiency	23.077%
I feel that I have the ability to communicate adequately in most professional and personal settings and can comprehend at a relatively high reading level.	38.462%
I am capable of general conversation and reading comprehension but feel I still lack some vocabulary and nuance	0%
I am not confident in my ability to speak English or in my ability to read and comprehend at an appropriate level.	0%

20. Did you attend a special English preparatory program before entering the INTS program (e.g. Cal State East Bay's ALP) and did it help prepare you well?

	Percent Answered
Yes and it helped me a lot; I felt very well prepared because of taking part.	0%
Yes and it helped me somewhat; I felt better prepared than when I first arrived.	15.385%
Yes, but it did not help me much; I felt it made little difference to my level of preparation.	0%
No, I did not attend an English language preparation program.	84.615%
<i>Unanswered</i>	0%

21. Did you study abroad? If yes, say where you studied and if not, say whether you would have liked to and/or why you did not?

Unanswered Responses

0

Given Answers

I am married and have two children therefore I couldn't.

Studying at Cal State East Bay has been a study abroad experience for me in itself, but I also went to Thailand to gain international work experience within the field of human resources (one of the best experiences I have had in the realm of international studies).

I studied abroad in Taiwan, it was an amazing experience, I was able to meet people from around the world and meet the locals who were very friendly.

Yes, I studied abroad at Universität Tübingen in southwestern Germany.

No, but I would have liked to.

I would have liked to but unable due to health issues at the time.

I studied at Waseda University in Tokyo, Japan.

Yes, Universidad Nacional de Costa Rica (Cost Rica).

Yes, University of Sunderland in the United Kingdom

I did not study abroad. I should have, but there were financial constraints that prevented it. I hope to do more travel and research in the future.

No, but I am planning on that.

I study in the US.

No.

22. If you have completed your field experience (internship), how would you evaluate it?

	Percent Answered
I studied abroad and so didn't need an additional field experience/internship.	38.462%
Very valuable - I got an excellent professional experience that was very relevant to the international studies field.	15.385%
Mostly valuable - my experience was good in general, but only somewhat relevant to the international studies field.	7.692%
Not very valuable - my experience was not very relevant to the international studies field; I only did it for the required units.	0%
I have not yet completed my internship.	38.462%
<i>Unanswered</i>	0%

23. How would you rate the importance of the field experience requirement?

	Percent Answered
Extremely important - INTS majors should definitely be required to study abroad and/or complete an internship.	84.615%
Somewhat important - should be optional rather than a required aspect of the program.	7.692%
Not at all important - was an unnecessary hoop to jump through/obstacle to graduation	0%
I did not yet complete my field experience and/or I have no opinion on this issue.	7.692%
<i>Unanswered</i>	0%

24. Are there any suggestions you have to change or improve the field experience component of the INTS program?

Unanswered Responses

1

Given Answers

I do not have any suggestions.

The process to get agreement from some advisors make me complicated, thus it should be simple.

I would like to see more anthropology courses suggested with the major.

Cal State and the INTS program can benefit by creating an internship club, where the universities cultivate ties with organizations around the country and some abroad. This will assist the students who chose Cal State EB over other schools benefit even more greatly.

I would recommend more workshops prior to leaving to prepare students on what they will be experiencing as well as more financial aid sessions to better communicate fees.

I sought out and greatly benefitted from an internship that coincided with my interests. I suspect others embarked on similarly productive ventures, but I'm not in a place to assess their experiences. However, I cannot understate the importance of finding an internship that coincides with the interests of the student and if there are steps to be taken to further the available resources for such field work, it would of course benefit more students as it has myself.

My main concern to look for a job or program that gets me ready for the real career. Which I think one of the main important elements in this field

No, but I would have liked if there were more ads on studying abroad because I already knew that I wanted to study abroad so I went to the center of international education to know my options.

Yes, INTS program should secure some positions in UN, IRC, IOM, and WHO.

I think we should encourage more students to actually study or work abroad, not only in the bay area. Even if an internship within an international company in the bay area is valuable, it can never be compared to actually going abroad. As INTS majors, we need to take that essential step and gain some real international experience outside our home countries in order to grow as people as well as develop an international attitude and understanding. I believe that we have to study or work abroad ourselves in order to truly understand the international people who come here.

Because I studied abroad, I have not had to complete an internship. I plan on finding an internship when I return to Germany.

Study abroad should be recommended over internships. While internships here in at home can be very helpful they lack the cultural, linguistic and worldly experience that study abroad can provide.

25. How do you feel about your advising for the INTS major?

	Percent Answered
Good - whenever I sought advising I received helpful information and good advice; my INTS advisor showed an appropriate commitment to my learning.	61.538%
Adequate - whenever I sought advising my INTS advisor was available and I received the information I needed.	30.769%
Needs improvement - whenever I sought advising I had difficulty finding my INTS advisor or in getting the information I needed.	0%
I did not really seek advising while pursuing the INTS major and therefore cannot answer this question.	7.692%
<i>Unanswered</i>	0%

26. Do you have any constructive suggestions about advising for the INTS major? (i.e. what did you like/not like and how might advising be improved?)

Unanswered Responses

1

Given Answers

The global issues studied by this major are probably what a lot of students would be interested in.

No, advising is adequate to me and generally very helpful.

I wanted to have more professors in INTS department, so I could talk more.

Informal discussions should be held at least once a quarter to clarify what is expected of INTS majors. Also, the study abroad coordinator should attend these informal discussions as well, to help better inform the students about study abroad. There is a disconnect between INTS, the study abroad department and financial aid that should be addressed.

What I liked: Our INTS advisor is a very intelligent individual who has an immense knowledge in several areas. Having him, as instructor has been a great benefit for me since I was directed to where I need to be at all times while learning so much at the same time.

I found that I had more than adequate time and patience given to me as a student and that the advising I received was excellent. However, I knew what kinds of questions to ask and what information I needed. Whether other students do or not I can't speak to.

NO

I think that INTS major is great because they always help me when I have some concerns.

Clarify the options about studying abroad

To be honest, I rarely sought advising. However, whenever I had questions about classes that I should take (especially during my year studying abroad), Dr. Bowen was very helpful. Dr. Lee also helped me finalize my course selections over the past year. I like how both Dr. Bowen and Dr. Lee took my academic and career interests/goals into consideration when they gave me advise. Overall, I felt quite supported.

I am extremely satisfied with all the advising and support I have had during my time here. The international advisor was always helpful, encouraging, and very dedicated. I have nothing to complain about - I could not

have had a better advisor. Always on time, responds to emails, and signs paperwork in the blink of an eye.

The INTS program advising system is very helpful for all students, I especially liked the idea of Google Docs sharing system between the advisors and students its very convenient.

27. Which methods class did you take and why?

Unanswered Responses

0

Given Answers

I took PSYC 2020 because I was comfortable with the material from prior classes.

I honestly forget. Sorry.

I will be taking ethnography in the winter quarter

I took POSC 3030 because both INTS And Political science use APSA style and have much in common in methods.

I took GE classes parallel to major classes because some major requirement classes are hard, so that I had to mix those.

Sociological Methods of Investigation

I choose this course because it seemed like the best option to fulfill the requirement at the time. However, more courses should be available to satisfy the methods requirement as none of them reflected my areas of interest.

I took SOC 3000, the Sociology methods course. I wasn't aware of what the other courses were. The class was excellent and I found it gave me a lot of the research skills I needed.

I haven't taken one yet

I took introduction to sociological research at Santa Barbara City College, which was counted as my methods class. I took it because I had taken courses with that professor previously and really enjoyed his lectures. It was an interesting class with a lot of hands-on assignments including interviews, experiments, etc.

Preparation for what's next for me and discusses the main issues.

Communication, because I think it's useful and I want to improve on my presentation skills.

In Germany, I took a portfolio class called Intercultural Communication, in which I conducted interviews, observed classes, and conducted my own research project. I chose this class because I knew it would be relevant to what I want to do in the future. The class opened my eyes to several issues related to culture and how it affects human interactions, and I can say without a doubt that it has been the best class I have taken during my university studies.

Asia

Because I wanted to learn what American people think about Japan.

28. How helpful did you find taking this methods class in terms of your subsequent ability to perform critical thinking and undertake effective research?

	Percent Answered
Helpful - the methods class definitely enhanced my critical thinking process and improved my research skills; thus it was very useful for my subsequent classes.	53.846%
Not very helpful - I already had good critical thinking and research skills and the class did not add to those in any significant way; I neither benefited from nor struggled because of this methods class.	23.077%
Not very helpful - the methods class did not help me improve my critical thinking and research skills and therefore I felt I struggled in these aspects in my subsequent classes.	0%
I have not yet taken my methods class.	23.077%
<i>Unanswered</i>	0%

29. The INTS major requires you to take three lower division classes; a culture class (e.g. ANTH 1300, GEOG 2300), an econ class (e.g. ECON 2301, ECON 2302) and a resources class (e.g. GEOG 2310 or equivalent). How do you feel about this requirement?

Percent Answered

That these three subject areas gave me a good basis for the INTS major and that the choices offered were appropriate - keep things as they are.	53.846%
That these three subject areas did not give me a good basis for the major and that the choices offered need to be changed to provide a better foundation for INTS.	7.692%
The major needs its own lower division class (e.g. Introduction to INTS) in addition to these lower division subject areas (i.e. keep them as they are but add an INTS class).	7.692%
The major needs its own lower division class (e.g. Introduction to INTS) to replace one or more of the existing lower division subject areas (i.e. change them while adding an INTS class).	30.769%
<i>Unanswered</i>	0%

30. Please rank the existing lower division required areas in order of relevance/usefulness to the INTS major - rank the most useful 1 and least useful 3.

Answers	1	2	3
Cultural class (e.g. ANTH 1300, GEOG 2310 or equivalent)	53.846%	23.077%	23.077%
Econ class (e.g. ECON 2301, ECON 2302, or equivalent)	30.769%	38.462%	30.769%
Resources class (e.g. GEOG 2310 or equivalent)	38.462%	38.462%	23.077%

31. If you could add one class/subject area to the lower division core requirement, either to complement or replace one of the existing subject areas, what would it be - either provide a course name or a subject area (e.g. world history, world politics, globalization, etc.).

Unanswered Responses

1

Given Answers

I don't have a specific course name, but a world history course or even two in-depth world history courses

would be incredibly useful to the INTS program's students. The 20th Century History course I took was excellent. But I think both a 21st century history course being made available as an elective and in-depth history courses would really strengthen students' foundations. The 20th century is incredibly important to understand, but its foundations I felt should have been explored a bit more.

I think that a political science class (related to international systems) would be a good addition to the INTS core requirements. I took one such course during my freshman year called Conflict in World Politics (POSC 1500), and it really helped me understand international relations theories by using case studies of 20th century conflicts as examples.

Ethnic Studies e.g. Mexican and Latin American Immigration (I think that Ethnic Studies is one of the most passionate departments and provide very valuable information that relates to the globalized world).

Globalization, more areas in Anthropology

Hospitality class

I would add another lower division class that focuses on international business or management of some kind.

n/a

Recreation should be included because there are many classes to learn culture.

Intro to International Relations, I took this course as in junior college it introduces students to all dimensions of international relations.

International law. Political science with an international perspective. Environmental economics and politics.

World politics to complement what is already in place.

Nothing really.

32. The INTS major is interdisciplinary and the upper division core requires you to take only three compulsory taught courses: INTS 3100, HIST 3017 and INTS 4500. How do you feel about this?

	Percent Answered
Fine - the current interdisciplinary system worked very well for me and I see no reason to change anything - I liked the flexibility of choosing my own pathway.	53.846%
Mostly fine - the current interdisciplinary system worked well for me - I'd want to keep	38.462%

the flexibility of choosing my own pathway/electives but think the major needs to change the required classes slightly to provide a clearer foundation.

Not fine - the current interdisciplinary system worked moderately well for me - there needs to be less choice of electives and more required classes to provide a clearer, stronger foundation.	7.692%
Not fine - I didn't like the interdisciplinary structure of the degree and think it would be better to have more INTS courses taught by dedicated INTS faculty.	0%
<i>Unanswered</i>	0%

33. What has been your chosen emphasis for the major?

Unanswered Responses

0

Given Answers

International economics.

My emphasis has been international law and United nations with all its organizations

I chose the classic International Relations emphasis.

Japan

Latin America

Regional: Asia

I chose a regional emphasis and focused on Asia, specifically East Asia and Japan. I studied Japanese and took several classes about Asian politics, geography and history. And while it is not my official emphasis, I consider my second focus to be intercultural communication.

Asian studies

Urban development and the challenges urban communities face

I chose Asia.

Economic Development /International Development

Human Rights

Asia

34. Can you explain why you chose this particular emphasis - key reasons for your choice?

Unanswered Responses

0

Given Answers

I have always wanted to combine international studies with economics, and the business department does not offer the international perspective I wanted. I believe that economics is the foundation for everything, and without understanding it, we cannot truly understand the world.

International development is a great tool to mitigate income disparity as well as poverty in general. I believe Economic development as an area of study will open a pathway for me to take part and participate in this essential area.

My love of the Japanese language contributed to my choice. I am extremely interested in Japanese and Chinese culture, and would like to work in a field that allows me to have contact with these countries. As for intercultural communication, I think my own background growing up in two cultures (American and German) made me want to understand how culture influences values and human interactions.

I chose this emphasis because I was interested in Asian cultures.

I've traveled to Mexico my whole life and for that reason have been interested in Latin America.

Because I am from Japan, and have to understand how Asia and other nation have relationship.

I chose this because majority of the world now lives in cities and most if not all economic opportunities reside in cities. So human interactions are taking place mostly in cities, making the development of cities extremely important to our current society. I wanted to know what creates success as well as failure in cities and be aware of possible solutions to various problems cities worldwide face.

I've always been interested in bodies like the United Nations, diplomacy, how nation-states interact and what that means for the world. I also enjoy the philosophy aspect of the field and understanding the work of philosophers like Foucault, Marx, etc. The ideas of laws, boundaries, and behaviors that entities like the state take on are as endlessly fascinating as people to me.

I like Japan and wanted to study it more.

Because international law is the only global platform through which all global dimensions could be approached such as business, diplomacy, development, and humanitarian aid.

I wanted to know what people think about Japan from outside of the country.

I always had been concern of the Human Rights issue especially in my home country and other part of the Arab World. I feel maybe n the near future I could lead and people understand the concept of Human Rights in that part of the world.

I became interested in Asia and it is the reason I studied abroad in Taiwan, those courses were really helpful.

35. How did you find the experience of satisfying your INTS emphasis?

	Percent Answered
Relatively easy - there were plenty of different courses to choose from and they were offered sufficiently regularly that I could get into an emphasis elective when I wanted one.	38.462%
Sometimes a problem - there were plenty of different courses to chose from but they were offered infrequently or haphazardly.	53.846%
Sometimes a problem - there weren't very many different courses to choose from although they were offered quite frequently.	7.692%
Difficult - there weren't very many different courses to chose from and they were offered infrequently or haphazardly, making it difficult to get into an emphasis elective when I wanted one.	0%
<i>Unanswered</i>	0%

36. Do you have a double major or did you declare a minor? Write the word "Major" or "Minor" below and the

subject title.

Unanswered Responses

1

Given Answers

A minor in Chinese

Just one major

Majors: political science and International Studies.

Minor: international Business

No I do not

Not applicable

No, I do not.

No, I do not have a double major or minor (it is too expensive for me as an international student).

Minor: Business Administration

Spanish Minor

I have a double-major in International Studies and Fine Arts.

Thinking about it.

No.

37. Why did you choose this second major or declared minor and how do you feel it complements your INTS major?

Unanswered Responses

Given Answers

I choose the Spanish minor because I think learning a second language is invaluable and it complements my INTS major very well.

Just one major so far

I do not have second major and minor.

Not applicable

n/a

I do not have any minor or double major.

I did not want to abandon my skillset as a fine artist/illustrator, so I made sure to go for a BFA as well as doing the research for my INTS degree. I did not expect there to be any intersectionality aside from being able to think about international relations concepts in a more lateral way. My internship was where both of those areas of study intersected. I was asked to produce a graphic pamphlet for the NGO I interned at. Producing it would have been impossible without the training in how to do research and understanding of international affairs that I'd acquired throughout the INTS program.

I thought it would be useful. It also had a good amount of overlap in classes.

I chose political science to understand global political systems and I chose International Business to understand global economy. INTS helped me to understand the other dimensions of globalization.

My emphasis was on Asia; I chose to learn mandarin at east bay and then took intensive Chinese courses in Taiwan. Because of this it was relevant to minor in Chinese and supports my INTS major.

-

N/A

38. How have your writing skills improved while at Cal State East Bay?

Answers	Percent Answered

My writing skills have improved greatly and I credit this mostly to the courses I have taken for my INTS major.	61.538%
My writing skills have improved greatly	38.462%
My writing skills have improved moderately	0%
My writing skills have not improved.	0%

39. How have your research skills improved while you have been studying at Cal State East Bay?

Answers	Percent Answered
My research skills have improved greatly and I credit this to the courses I have taken for my INTS major.	53.846%
My research skills have improved greatly.	38.462%
My research skills have improved moderately.	15.385%
My research skills have not improved.	0%

40. How have your oral presentation skills improved while at Cal State East Bay?

	Percent Answered
My oral presentation skills have improved greatly and I credit this mostly to the courses I have taken for my INTS major.	23.077%
My oral presentation skills have improved greatly.	61.538%
My oral presentation skills have improved moderately.	15.385%
My oral presentation skills have not improved.	0%
<i>Unanswered</i>	0%

41. Are there any questions that you think that this survey should be asking you that weren't included? If so, can you write them below so that they might be considered for future surveys?.

Unanswered Responses

2

Given Answers

I do not have any other suggestions on questions, however, I would like to add a comment regarding the courses that are either required for the major or for the emphasis. I think it is a disadvantage that so many courses are offered only once a year. Many of us are transfer students and should be able to finish within a year or a year and a half - it makes it very difficult for us to pick the courses we really want. The model UN class for example, or even the capstone - they should be offered at least twice a year. Same thing for the courses within the international economic emphasis; international marketing, and several of the other courses are offered either once a year or not at all. However, I am glad that the advisor was flexible and helped me to work around it.

Just an opinion; while interacting with other INTS students I found that most of students don't have a clear understanding of international systems for instance in both the INTS 3100, and 4500 the papers and presentations sounded more like nationalistic or irrelevant projects to international systems. Therefore if international law, Module UN, world problems, and International Security studies are made in to core courses for the INTS program it will give students an edge to compete with other international experts.

None

There is not. Thank you !

I'd suggest a broader line of inquiry about the interdisciplinary nature of this major. That aspect of this major is ever-present and dynamic and understanding it better is essential to keeping the program in a healthy state.

While I like the design of the major, only having 3 core classes is a bit of a problem in my opinion. First, it means that more often than not a student only has the same teacher a few times and they don't form the network that other majors can. Second, when students do enter into the major classes their experience is extremely varied. While this is not a bad thing, it does mean that the class is going to have trouble catering to everyone's level and interests in the major.

No

n/a

I do not have any questions.

You should ask us about our professors. Personally, I feel the professors for both the lower division and upper division required classes were excellent and should definitely continue teaching in this major.

No.