

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

COLLEGE	CLASS
DEPARTMENT	International Studies Program (BA)
PROGRAM UNIT	
REPORTING FOR ACADEMIC YEAR	2015-16
DEPARTMENT CHAIR/DIRECTOR	Michael Lee
DATE SUBMITTED	June 24, 2016

1. SELF-STUDY

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 pre-identified and approved, internationally focused and relevant courses are sent to the students on a quarterly basis prior to enrolment beginning.

The INTS program 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 currently requires a seven-course required core (26-28 quarter units) of three upper division and three lower division courses, and an internship or a course of study as part of Study Abroad. An additional 32-33 quarter units of electives are required with between 0 and 24 additional quarter units of language instruction if not previously satisfied through native fluency or high Advanced Placement (AP) scores. Note that a transfer degree in Global Studies for the California Community Colleges (CCC) was approved in 2015 involving a 21 semester unit undergraduate requirement whereas our INTS major currently requires only 12 quarter units.

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. Learning outcomes assessment performed for the last two years suggests that this would also be beneficial in terms of the ability of majors to meet their learning goals, especially SLO 3 - *demonstrate the ability to research, write and communicate orally about complex international issues both individually and through collaborative learning and teamwork*. This issue was addressed as part of the Q2S conversion process with the Director proposing an additional INTS course (an introductory first year course INTS 101) as well as providing WTUs to resource the Field Experience Class (INTS 398) under the semester system raising the commitment for INTS from 12 WTU – 4 WTU release time for the Director, 4 WTU for INTS 4500 and 4 WTU for INTS 3100 i.e. 9 semester WTU - to 15 semester WTU (20 quarter WTU) – 3 WTU release time for the Director, 3 WTU for INTS 499, 3 WTU for a new INTS 101, 3 WTU for INTS 201 (formerly INTS 3100) and 3 WTU to resource INTS 398 (formerly INTS 4100). The goal of shifting INTS 3100 to the second year level and creating a new first year course was to bring the INTS degree closely into alignment with the transfer degree in Global Studies which will be being offered in some form at 15 of the top 25 feeder schools to Cal State East Bay according to our articulation officer, Kyle Burch. However, this proposal was rejected by CLASS which was unwilling to change the historical resource allocation for its programs as part of the Q2S process. That said, the Dean did indicate that INTS would have the opportunity to petition to the college as a whole for more resources be allocated to the program going forward to as part of strategic planning to be conducted in 2016-17, specifically at a retreat for Chairs and Directors to be convened prior to the Fall quarter. It is uncertain if and how many additional resources might be available for a small program like INTS, although one with considerable potential to grow, especially if we can offer a seamless, easy transition from the Global Studies AA degree into a guaranteed four year BA graduation pathway for transfer students.

In addition to the new course required to bring the INTS BA in line with the transfer degree in Global Studies, it was considered to be beneficial by the outside reviewer to replace the current social science methods requirement with a bespoke INTS methods class. The program concurred with this observation but the Director did not propose this in the Q2S revision as it was clear that there would not be the necessary resources for an additional INTS course. Instead, language in the new catalog entry for semesters will indicate that majors will be expected to choose a methods class that strategically fits with their emphasis based on advisement as opposed to the more laissez faire approach currently taken with respect to methods course selection. It should be a medium-term goal of the program, assuming major numbers increase to a sufficient level, to petition CLASS and APGS to add an additional methods class to the curriculum to be taught by the Director or an allied faculty member well versed in International Studies research.

C. Program Changes and Needs

The INTS program Directorship changed in 2014 from Prof. Norm Bowen in Political Science to Prof. Michael Lee in AGES for the three-year period 2014-17 and, to date, INTS remains within the POSC administrative unit though it was envisaged it would move to a new home in AGES. That was delayed due to uncertainty over the administrative arrangements with respect to support staffer Marcia Brown, who is retiring Summer 2016, and whether the time base/classification for her position would be changed and/or additional support be allocated to AGES/Theater & Dance to permit the addition of another program to the AGES support portfolio. This issue of administrative home, therefore, remains unresolved. Its resolution will be further complicated by the fact that INTS will need to be further reevaluated because the current Director, Prof. Lee, will relinquish the Directorship a year earlier than planned in order to take up the position of Visiting Scientist and pursue research and curriculum development opportunities in Aquaculture at the CSU's Moss Landing Marine Laboratories, of which Cal State East Bay is a consortium member. A new Director of INTS would have been needed, regardless, in 2017 because Prof. Lee will be taking up a one-year position for 2017-18 as the CSU Resident Director for International

Programs in Spain; however, his unexpected move to Moss Landing brings this process forward a year. As of the time of writing this report, a new Director has not yet been identified by CLASS. Regardless, Prof. Lee is committed to supporting the new Director in transitioning to this role and in co-advising existing students, as needed, while based at Moss Landing.

In 2015-16 year, POSC once again contracted the lecturer for INTS 3100, Dr. Emelia Ian Eva, and the POSC office scheduled the various course offerings. In 2016-17, CLASS will thus need to determine, based on where the new Director resides, how to schedule classes, administer arrangements for hiring lecturers, enroll students for special registration, process major declaration paperwork and so forth. A lecturer for INTS 3100 will need to be identified early in the Fall prior to the scheduling of the Winter quarter offerings.

With respect to administrative paperwork, almost all of it has been handled by the Director during the last two years, in addition to advising and so forth, which was quite time-consuming. Special registration enrollment was temporarily delegated to the CLASS office and Michelle Xing. Major checks were sent directly from the Director's office to Enrollment Services. The time commitment by the Director for 2015-16 was, once again, much more than the allotted 4 WTU release time even though the Director has developed a) an efficient system to download student course history and grades and paste them directly into Google Doc, cloud-based major checks to streamline routine advising and paperwork when students file for graduation and b) 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. Note that both of these systems will be passed on to the new Director who, hopefully, will continue the practice as a means to cope with the work load. That said, the system of cloud-based major checks might be rendered unnecessary with the roll-out of the Bay Advisor platform to include INTS although the nature of the platform and its ease of use for a fluid program like INTS and the timing of the roll out are not known. 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 Days, Transfer Day, CLASS Chairs meetings, honors graduation, report writing, and so forth occupied more than 4 WTU of equivalent time. It was indicated, in a prior 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 still has not yet been implemented given that the advisory committee members receive no resources for assisting the program. Note that according to the Institutional Research data, there are only around 57 INTS majors (see Section 3). However, in 2015-16, Prof. Lee had a working advising list of over 85 students and as of Summer 2016, there are 99 students listed on the INTS majors page on Blackboard. There are an increasing number of double majors as this option has been promoted strongly to new transfers, to fresher's, and to students changing majors to INTS from other degrees due to the perceived benefits of getting two degrees.

In the Spring quarter 2016, a proposal was successfully submitted to Curriculog for conversion of the INTS BA and minor to the semester system. It is going through the university approval process. However, the initial proposal was rejected by CLASS because it required additional resources being allocated to INTS in order to teach a new lower division and to resource the WTUs allocated to the supervision of students electing to enroll through special registration in INTS 4100. It is of the opinion of the outgoing Director, with the support of the the Advisory Committee (to which two new faculty were added based on their active engagement in international studies related education – Prof. Maria Otiose in POSC and Prof. Sarai Investor in Sociology – note that Prof.

Norm Bowen announced his full retirement from Cal State East Bay and the end of his FERP arrangement at the end of this academic year), that additional resources are needed for the program, in particular to enable it to fully align with the schema of the transfer degree in Global Studies. This transfer degree has two dedicated INTS classes – an introductory class and an issues class – whereas the program proposal acceptable to CLASS for semester conversion only allowed one lower division class, requiring conversion of the current INTS 3100 issues class to INTS 101, an introductory class (the Director was faced with a Hobson’s Choice of proposing either a lower division introductory class or an issues class, but not both).

2. SUMMARY OF ASSESSMENT

A. Program Student Learning Outcomes

SLO 1. INTS majors will demonstrate cross-cultural understanding and competencies, including second language acquisition.

SLO 2. INTS majors will demonstrate an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability.

SLO 3. INTS majors will demonstrate the ability to research, write and communicate orally about complex international issues both individually and through collaborative learning and teamwork.

SLO 4 INTS majors will demonstrate an understanding of the theory and practice of civic engagement, both locally and globally.

SLO 5 Students will articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s).

B. Program Student Learning Outcome(s) Assessed

SLO 2: Based on completion of INTS 4100 International Field Experience cooperative education classes by INTS majors 2015-16

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) = 2/8 (100%) – 6 of the 8 students who signed up for INTS 4100 received an RP grade as they had not completed the requirements for the course by the end of the quarter of registration (Winter 16 - 2, Spring 16 – 3)

(Please note that the three students who registered for INTS 4100 in 2014-15 and who were assigned RP grades which carried over into 2015-16 each received positive evaluations by their internship providers and thus 10 of 10 students taking INTS 4100 in 2014-15 met/exceeded the overall SLO goal).

SLO 3: Based on Spring 2016 INTS 4500 Senior Seminar

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 3 (Part A) - 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).

Met/exceeded overall SLO goals (based on assessment using rubric descriptors) = 6/22 (27%)

Did not meet overall SLO goals (based on assessment using rubric descriptors) = 16/16 (73%)

SLO 3 (Part B) - INTS majors will demonstrate the ability to communicate in writing about complex international issues. Indicator: 20-page seminar paper.

Met/exceeded overall SLO goals (based on assessment using rubric descriptors) = B1. Content 14/22 (64%) B2. Mechanics 13/22 (59%)

Did not meet overall SLO goals (based on assessment using rubric descriptors) = B1. Content 8/22 (36%) B2. Mechanics 9/22 (41%)

SLO 3 (Part 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) = 17/22 (77%)

Did not meet overall SLO goals (based on assessment using rubric descriptors) = 4/16 (23%)

SLO 5: Based on Spring 2016 INTS 4500 Senior Seminar Anonymous Exit Survey

SLO 5 - INTS majors will articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s).

Students were generally able to articulate their career goals with more than half of the respondents to the exit survey intending to continue on to graduate studies (12) and many interested in working in an international non-profit or government organization (8). Out of 20 respondents, 13 articulated specific career plans with 7 having no or non-specific career plans. That said, only 5% reported having extensively researched their career ideas and options and having made use of the career center and major advisor. The majority (80%) indicated that they believe their INTS major will be important or essential to getting the kind of career they want. Similarly, 95% of respondents answered that their INTS studies have been influential or very influential in shaping their career goals.

See full 2015-16 assessment report submitted to CLASS for more detail.

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. As indicated in last year's Annual Report, this practice of longitudinal benchmarking to try 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

with the prior practice of the last few years 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 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 provided to CLASS and to the the INTS Faculty Advisory Committee members for their review.

D. Summary of Assessment Results

As detailed in the full assessment report submitted to CLASS and included with this annual report, the assessment data indicates that INTS students continue to do well with respect to SLO 2, successfully completing their field experience in a manner that indicates that they have mastered an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability. They are also on the whole, able to articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s). However, the graduating seniors in 2015-16 were not fully prepared or able to deliver the quality of work that the Director believes is commensurate with the writing aspects of SLO 3. Students remarked multiple times during the seminar that a) they had never been asked to do such a large piece of work before (minimum of 20 page paper), b) that they had not been previously formally asked to develop a thesis statement for their research and to support that thesis in such a deliberate way as required by INTS 4500, c) that they were unfamiliar with having to produce multiple drafts of their work or respond to critiques and editing suggestions from their prior instructors (i.e. they had not been exposed to scaffold writing assignments). Most of them failed to conduct senior-level academic research which meant that, on the large part, the materials identified and the content of their papers did not match expectations of the expected capabilities of graduating seniors. This supports the issue discussed earlier that perhaps majors need a bespoke INTS research methods class. Currently, students take a methods class from a long list of methods classes offered by other programs over which the INTS Director has no control and the purpose of which is not clear to majors (each year, when asked, several majors don't remember what their methods class was when asked in the exit survey).

It was clear again this year (the second time the current Director had taught the class) that some students put in very little effort in the production of their research essays – the gulf in quality between the strongest efforts and the weakest efforts was extreme and the weakest were clearly well below the potential of those underperforming students. It wasn't just the content that was lacking; the gulf in quality of research undertaken and execution was much greater than expected with some reports having minimal academic sources (i.e. a basic google search) and a general lack of proof reading and editing. How to address this lack of incentive/motivation or lack of resources and thus get students to produce work equal to or greater than their average abilities rather than below their average abilities will be an ongoing challenge and should be part of continuing discussions related to assessment results.

Suggested changes for the future include implementing additional steps to familiarize students with the expectations of SLO 3:

1. Publish the SLO 3 rubrics on the INTS major organization page and make a copy of each available to students early in their major through their advising. After conversion, the rubric should be introduced in INTS 101 – the new introductory course that should also be taught by the Director.

APR Student Degrees Conferred by Department and Race/Ethnicity

INTERNATIONAL STUDIES	CY10-11				CY11-12				CY12-13				CY13-14				CY14-15			
	Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total
	Bacc	Master	Ed Doctor		Bacc	Master	Ed Doctor		Bacc	Master	Ed Doctor		Bacc	Master	Ed Doctor		Bacc	Master	Ed Doctor	
Female																				
Black, non-Hispanic	2			2	1			1												
American Indian or Alaska Native																				
Asian	2			2	2			2	1			1	1			1				
Hawaiian/Other Pacific Island																				
Hispanic	1			1	4			4	1			1	5			5	4			4
White	2			2	4			4	4			4	3			3				
Multiple ethnicity													2			2				
Race/ethnicity unknown	2			2	1			1	2			2	3			3				
Nonresident aliens	4			4	1			1	3			3					2			2
Male																				
Black, non-Hispanic																				
American Indian or Alaska Native																				
Asian	2			2	1			1	1			1	1			1	1			1
Hawaiian/Other Pacific Island																				
Hispanic					1			1					1			1	2			2
White					3			3					1			1	1			1
Multiple ethnicity									1			1								
Race/ethnicity unknown	1			1	1			1	2			2	1			1				
Nonresident aliens	2			2	2			2	1			1					1			1
Total																				
Black, non-Hispanic	2			2	1			1												
American Indian or Alaska Native																				
Asian	4			4	3			3	2			2	2			2	1			1
Hawaiian/Other Pacific Island																				
Hispanic	1			1	5			5	1			1	6			6	6			6
White	2			2	7			7	4			4	4			4	1			1
Multiple ethnicity									1			1	2			2				
Race/ethnicity unknown	3			3	2			2	4			4	4			4				
Nonresident aliens	6			6	3			3	4			4					3			3

Course History by Quarter from Summer 2011 to Spring 2016

By Quarter from Summer 2010 through Spring 2015

		Summer			Fall				Winter					Spring				
		Sumr 2011	Sumr 2012	Sumr 2013	Fall 2010	Fall 2012	Fall 2013	Fall 2014	Wntr 2011	Wntr 2012	Wntr 2013	Wntr 2014	Wntr 2015	Sprg 2011	Sprg 2012	Sprg 2013	Sprg 2014	Sprg 2015
Upper Division	Number Sections	2	1	1	3	2	2	2	2	4	2	3	4	3	2	3	3	4
	Total Enrollment	7	4	2	8	3	2	2	36	37	30	29	35	34	30	22	15	22
	Avg Section Size	-	-	-	-	-	-	-	32	33	27	26	29	29	27	16	11	19
DISCIPLINE TOTAL	Number Sections	2	1	1	3	2	2	2	2	4	2	3	4	3	2	3	3	4
	Total Enrollment	7	4	2	8	3	2	2	36	37	30	29	35	34	30	22	15	22
	Avg Section Size	-	-	-	-	-	-	-	32	33	27	26	29	29	27	16	11	19

INTS 3100	Winter				
	Wntr 2011	Wntr 2012	Wntr 2013	Wntr 2014	Wntr 2015
Number Sections	1	1	1	1	1
Total Enrollment	32	33	27	26	29
Avg Section Size*	32	33	27	26	29

INTS 4100	Summer			Fall				Winter					Spring				
	Sumr 2011	Sumr 2012	Sumr 2013	Fall 2010	Fall 2012	Fall 2013	Fall 2014	Wntr 2011	Wntr 2012	Wntr 2013	Wntr 2014	Wntr 2015	Sprg 2011	Sprg 2012	Sprg 2013	Sprg 2014	Sprg 2015
Number Sections	2	1	1	2	2	2	2	1	3	1	2	2	2	1	2	2	3
Total Enrollment	7	4	2	7	3	2	2	4	4	3	3	5	5	3	6	4	3
Avg Section Size*																	

INTS 4500	Spring				
	Sprg 2011	Sprg 2012	Sprg 2013	Sprg 2014	Sprg 2015
Number Sections	1	1	1	1	1
Total Enrollment	29	27	16	11	19
Avg Section Size*	29	27	16	11	19

INTS 4900	Fall	Winter
	Fall 2010	Wntr 2015
Number Sections	1	1
Total Enrollment	1	1
Avg Section Size*		

APR Quantitative Data for College Years 2011 to 2015

	Fall Quarter				
Headcount Enrollment	2011	2012	2013	2014	2015
International Studies					
1. Undergraduate	64	62	56	49	57
2. Postbaccalaureate	1	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	65	62	56	49	57
	College Years				
Degrees Awarded	10-11	11-12	12-13	13-14	14-15
International Studies					
1. Undergraduate	18	21	16	18	11
2. Graduate	0	0	0	0	0
3. Total Number of Majors	18	21	16	18	11

D. Student Faculty Ratios	International Studies				
1. Tenured/Track	-	7.2	12.1	15.7	8.1
2. Lecturer	-	-	-	-	-
3. SFR By Level (All Faculty)	-	7.2	12.1	15.7	8.1
4. Lower Division	-	-	-	-	-
5. Upper Division	-	7.2	12.1	15.7	8.1
6. Graduate	-	-	-	-	-
E. Section Size					
1. Number of Sections Offered	0.0	2.0	2.0	2.0	1.0
2. SCU taught	0.0	12.0	8.0	8.0	4.0
3. Average Section Size	0.0	0.0	0.0	0.0	0.0
4. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
5. Average Section Size for UD	0.0	0.0	0.0	0.0	0.0
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured	0	0	0	0	0
8. UD Section taught by Tenured	0	2	2	2	1
9. GD Section taught by Tenured	0	0	0	0	0
10. LD Section taught by Lecturer	0	0	0	0	0
11. UD Section taught by Lecturer	0	0	0	0	0
12. GD Section taught by Lecturer	0	0	0	0	0

Course History Table 10.1c
California State University, East Bay
COURSE HISTORY
By Quarter from Summer 2011 through Spring 2016

INTS

		Summer			Fall				Winter				Spring					
		2011	2012	2013	2012	2013	2014	2015	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Upper Division	Number Sections	2.0	1.0	1.0	2.0	2.0	2.0	1.0	4.0	2.0	3.0	4.0	4.0	2.0	3.0	3.0	4.0	3.0
	Total Enrollment	7	4	2	3	2	2	1	37	30	29	35	37	30	22	15	22	25
	Avg Section Size	.	.	.	.	.	.	.	33.0	27.0	26.0	29.0	34.0	27.0	16.0	11.0	19.0	22.0
Undergraduate	Number Sections	2.0	1.0	1.0	2.0	2.0	2.0	1.0	4.0	2.0	3.0	4.0	4.0	2.0	3.0	3.0	4.0	3.0
	Total Enrollment	7	4	2	3	2	2	1	37	30	29	35	37	30	22	15	22	25
	Avg Section Size	.	.	.	.	.	.	.	33.0	27.0	26.0	29.0	34.0	27.0	16.0	11.0	19.0	22.0
DISCIPLINE TOTAL	Number Sections	2.0	1.0	1.0	2.0	2.0	2.0	1.0	4.0	2.0	3.0	4.0	4.0	2.0	3.0	3.0	4.0	3.0
	Total Enrollment	7	4	2	3	2	2	1	37	30	29	35	37	30	22	15	22	25
	Avg Section Size	.	.	.	.	.	.	.	33.0	27.0	26.0	29.0	34.0	27.0	16.0	11.0	19.0	22.0