



ANNUAL PROGRAM REPORT

College	Letters, Arts, and Social Sciences
Department	Anthropology, Geography & Environmental Studies
Program	International Studies Program (BA)
Reporting for Academic Year	2018-2019
Last 5-Year Review	2017-2018
Next 5-Year Review	2022-2023
Department Chair	David Larson (Program Director: Andrew Wong)
Date Submitted	September 13, 2019

I. SELF-STUDY

A. Five-Year Review Planning Goals

The International Studies Program’s five-year plan in 2017-2018 included the following goals:

1. To create an online degree completion option;
2. To monitor and address any problems that may arise as a result of semester conversion;
3. To rebrand and rename the program “Global Studies”;
4. To expand the suite of core courses;
5. To reconsider the necessity of the foreign language requirement;
6. To clarify how the INTS major prepare students for careers in international affairs;
7. To promote the INTS major to first-year and transfer students;
8. To promote the INTS Program at CSUEB to Global Studies majors at various community colleges in California; and
9. To prioritize budgeting for continued assigned time for the Director.

B. Progress Toward Five-Year Review Planning Goals

1. The start date for this goal is scheduled for Fall 2021.
2. CSUEB converted to the semester system in Fall 2018. Thankfully, we have not encountered any serious problems caused by the conversion. We will continue to make sure that the core courses are offered on a regular basis and that INTS majors are able to complete the degree requirements in a timely fashion. We will consider modifying the INTS curriculum to address any problems that hinder students’ progress toward completing their degrees.
3. In September 2019, we submitted a request to change the name of the Program from “International Studies” to “Global Studies.” Rebranding and renaming the Program will

allow us to take advantage of the growing interest in Global Studies and attract more majors to the Program. We plan to change the degree title (from “International Studies” to “Global Studies”) once the name change of the Program has been approved. We have worked with the Dean’s Office and Dr. Rafael Hernandez (Associate Provost for Academic Resources and Planning) to ensure that INTS majors are counted properly (i.e., as AGES majors rather than POSC majors), so that the College can fully understand the resource needs of the Program.

4. The start date for this goal is scheduled for Fall 2020.
5. The start date for this goal is scheduled for Fall 2019.
6. The Program Director has updated the database of career opportunities for INTS majors and the database of organizations where INTS majors have done their internships to fulfill the international fieldwork requirement (INTS 398/INTS 4100). Both will be made available on the Program’s Blackboard site, so that INTS majors will have easy access to them. The INTS Program continues to work with other departments (e.g., POSC) to promote career and internship events, workshops, and panel discussions.
7. The Program Director continues the long-standing practice of presenting at the annual major exploration workshop and attending the annual Preview Day to introduce the INTS Program to prospective students.
8. The INTS Program has continued its efforts to recruit from Bay Area community colleges. The Program Director will work with the articulation officer, Mr. Kyle Burch, to identify the top feeder community colleges with AA degree programs in Global Studies. Our recruiting efforts will focus on these colleges. The Program Director will send out an annual letter along with program brochures to community college advising centers and to community college faculty in Global Studies and related disciplines.
9. Through the chair of the Department of AGES, the Program Director communicated to the CLASS Dean’s Office in Spring 2019 the importance of maintaining the one-course teaching release.

C. Program Changes and Needs

Overview: CSUEB converted to the semester system in Fall 2018. Thankfully, as mentioned above, we have not encountered any significant problems caused by the conversion.

Curriculum: The semester curriculum of the INTS Program is not very different from its quarter curriculum. INTS majors are now required to take two additional lower-division courses in political science and the humanities, but they no longer need to take three upper-division electives for the major. As of now, we do not have enough core courses that can provide students with a sense of community and serve as the “glue” that holds students to the Program. In the near future, we will consider expanding the suite of core courses by adding AGES courses and bringing back INTS 3100 (Global Systems) (Goal #4).

Students: According to the Institutional Research data, there were only 36 INTS majors in Fall 2018 (see Section III). However, as of Fall 2019, there are 57 students listed on the INTS majors page on Blackboard, so the actual number of majors that Prof. Wong advises is significantly higher. There are now more double majors as this option has been strongly

promoted to new transfers, to first-year students, and to students changing majors to INTS from other degrees due to the perceived benefits of getting two degrees.

Faculty: Prof. Andrew Wong has been the Program Director since 2016. The composition of the INTS Advisory Committee has remained the same. INTS 101 is now taught by Dr. David Matsuda (a well-liked lecturer in the Department of AGES). Dr. Wong continues to teach INTS 499 (Senior Seminar) every spring.

Staff: Jennifer Palmer joined the support staff of the Department of AGES in January 2017. INTS now has a dedicated staff person to process major checks, major declaration paperwork etc.

Resources: The number of INTS 398 (Internship) students, the effort required to administer and grade their work, weekly advising, and other duties such as Welcome Day, Transfer Day, and report writing occupy more than 4 WTU of equivalent time. As mentioned above, through the chair of the Department of AGES, the Program Director communicated to the CLASS Dean's Office in Spring 2019 the importance of maintaining the one-course teaching release.

Assessment: In 2018-2019, a new plan was implemented to ensure that all five PLOs are assessed consistently and regularly (See Section II).

Other: N/A

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

PLO 1. INTS majors will demonstrate cross-cultural understanding and competencies, including second language acquisition (ILO 3).

PLO 2. INTS majors will demonstrate an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability (ILO 5 & 6).

PLO 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 (ILO 1, 2, 4 & 6).

PLO 4. INTS majors will demonstrate an understanding of the theory and practice of civic engagement, both locally and globally (ILO 5 & 6).

PLO 5. Students will articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s) (ILO 6).

B. Program Learning Outcome(s) Assessed

PLO 4. INTS majors will demonstrate an understanding of the theory and practice of civic engagement, both locally and globally (ILO 5 & 6).

PLO 5. Students will articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s) (ILO 6).

C. Summary of Assessment Process

PLO 4. INTS majors will demonstrate an understanding of the theory and practice of civic engagement, both locally and globally (ILO 5 & 6).

Instrument(s): INTS 398 (Internship) internship supervisor evaluation (practice), INTS 398 (Internship) reflection paper (theory).

Sampling Procedure: The sample included all INTS majors who took INTS 398 in 2018-2019. All INTS majors, with the exception of those who participate in an approved study abroad program, are required to take INTS 398 (“Supervised internship/volunteer work with a company, non-profit or government agency in which a substantial portion of the work experience is overseas or internationally related.”).

Sample Characteristics: The 8 INTS majors who took INTS 398 in 2018-2019 were all seniors.

Data Collection: Upon completion of their internships, students were required to: (1) ask their supervisors to fill out an evaluation form; and (2) write a paper reflecting on their internship experience and explaining how they applied the theory of civic engagement to their work.

Data Analysis: I tabulated the “overall performance” scores and used a rubric to grade the reflection papers.

PLO 5. Students will articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s) (ILO 6).

Instrument(s): Two assignments for INTS 499 (Senior Seminar) in Spring 2019: (1) an online posting on the types of employers in international affairs; and (2) a five-year career plan.

Sampling Procedure: The sample included all INTS majors who took INTS 499 in Spring 2019. (INTS 499 is a required course for all INTS majors. Students usually take this course in the spring semester of their senior year.)

Sample Characteristics: The 14 INTS majors who took INTS 499 in Spring 2019 were all seniors.

Data Collection: Students read at least one of the following chapters from *Careers in International Affairs*: the US Government, International Organizations, Banking, Business, International Development and Relief, and Nonprofit and Educational Organizations. They then submitted an online posting to discuss three things they had learned from the reading(s) that would help them prepare for a career in their selected field. They also created a five-year career plan.

Data Analysis: I used a rubric to grade these two assignments.

D. Summary of Assessment Results

PLO 4. INTS majors will demonstrate an understanding of the theory and practice of civic engagement, both locally and globally (ILO 5 & 6).

Main Findings: All 8 students who took INTS 398 (Internship) in 2018-2019 achieved this PLO. They received a “CR” on their reflection papers and were rated “Outstanding” by their supervisors.

Recommendations for Program Improvement: It takes time to identify suitable internship opportunities. Unfortunately, many students wait till the spring semester of their senior year to complete this requirement. At the very least, INTS majors should start their internship search in their junior year.

Next Step(s) for Closing the Loop: I will continue to compile a list of recent placements to give students an idea of which organizations have worked with INTS majors. I will also ask the instructor of INTS 101 (Introduction to International Studies) (a required course for INTS majors) to invite a career counselor from AACE to talk to students about career and internship opportunities in international affairs.

Other Reflections: Many students appreciate the opportunity to gain valuable work experience and to apply what they learn in class to “real-life” problems.

PLO 5. Students will articulate personal career goals, understand the variety of career opportunities related to international studies, and prepare for their chosen career(s) (ILO 6).

Main Findings: 10 of the 14 students (71%) in INTS 499 completed both assignments and achieved this PLO. Two students did not complete either assignment. Another two did only one of the assignments (online posting). Here’s the distribution of the scores:

Assignment 1 (online posting) (0-10 points): 0 points (2), 7 points (2), 8 points (3), 10 points (7)

Assignment 2 (five-year career plan) (0-10 points): 0 points (4), 10 points (10)

Recommendations for Program Improvement: I was surprised that despite ample guidance and repeated reminders, 4 students in INTS 499 did not turn in the second assignment. Perhaps, it was a little daunting for them to create a five-year career plan in their final semester. To encourage INTS majors to start thinking about their career plans early on, perhaps there should be a similar assignment in INTS 101.

Next Step(s) for Closing the Loop: As mentioned above, I will ask the instructor of INTS 101 (Introduction to International Studies) (a required course for INTS majors) to invite a career counselor from AACE to talk to students about career and internship opportunities in international affairs. I will continue to work with other departments (e.g., POSC) to promote career and internship events, workshops, and panel discussions.

Other Reflections: PLO 4 and 5 go hand in hand. I will reinforce the idea that landing a good internship is a stepping stone to a successful career in international affairs. INTS majors need to see the internship requirement as a good opportunity to gain valuable experience rather than a graduation hurdle.

E. Assessment Plans for Next Year

The INTS Program assesses two PLOs every year:

2018-2019:	PLO 4 & 5
2019-2020:	PLO 1 & 2
2020-2021:	PLO 3 & 4
2021-2022:	PLO 1 & 5
2022-2023:	PLO 2 & 3

PLO 1 & 2 will be assessed in 2019-2020:

PLO 1. INTS majors will demonstrate cross-cultural understanding and competencies, including second language acquisition (ILO 3).

PLO 2. INTS majors will demonstrate an understanding of global political, economic, cultural, and geographic systems including their interconnections and sustainability (ILO 5 & 6).

PLO 1 will be assessed in INTS 499 (Senior Seminar). PLO 2 will be assessed in INTS 101 (Introduction to International Studies) and INTS 499 (Senior Seminar). Both are required courses for INTS majors. Students usually take INTS 101 in their first or second year, and INTS 499 in the spring semester of their senior year.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Notable Trends (Data from Pioneer Insights):

The number of INTS majors reached a high of 65 in Fall 2016, but it has since dropped to 51 in Fall 2017 and 36 in Fall 2018. In Fall 2018, 28 (73%) of the 36 majors were juniors and seniors. 22 (61%) were admitted as freshmen, and 14 (39%) were admitted as transfer students. As in the previous four years, the majority (67%) of INTS majors were first-generation students, and Hispanics (42%) were the biggest ethnic group in the Program, followed by Asians (17%) and Multiple Races (11%). There were also more female INTS majors (69%) than male INTS majors (31%). The male-female difference was more pronounced in 2018 than in the last four years. 26 (72.2%) of the 32 INTS majors were full-time students.

Reflections on Trends and Program Statistics:

Before semester conversion, INTS 3100 was the only non-capstone course offered by the Program, and we used this course to recruit majors. INTS 3100 was subsequently converted to INTS 101. The drop in the number of majors can perhaps be partly attributed to the fact that INTS 101 was not taught in 2018-2019. INTS 101 is offered this semester, so we hope some of the students in this class will decide to major in INTS. It is important to note that as of Fall 2019, there are 57 students listed on the INTS majors page on Blackboard, so it appears that the number of majors has already gone up since Fall 2018.

We hope to use INTS 101 to promote the INTS Program to first-year and second-year students and encourage them to declare INTS as their first or second major early on in their college career. Ideally, there should also be an upper-division course on global issues (similar to INTS 3100). We plan to promote the INTS Program to students in classes offered by the other three programs housed in the Department of AGES, particularly the ones that are required for INTS majors (e.g., ANTH 130, GEOG 110, GEOG 120, GEOG 125). Because double-counting is permitted and the INTS major requires only 39-57 units, ANTH, GEOG, and ENVT majors who have already achieved intermediate-level proficiency in a foreign language can easily

complete the INTS major by taking 21 more units (7 courses). The INTS major will expose them to other social science disciplines, and they will gain valuable work experience in INTS 398 (Internship).

B. Request for Resources

1. Request for Tenure-Track Hires

No resources are requested.

2. Request for Other Resources

Additional resources are needed for the INTS BA Program 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 the conversion of INTS 3100 (an issues class) to INTS 101 (an introductory class).