**2013-2014 CLASS FACT Assessment Year End Report, June, 2014**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **International Studies** | **Norman Bowen** | **Director: Norman Bowen** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| 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**

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| SLO 3B INTS majors will demonstrate the ability to communicate in writing about complex international issues. Indicator: 20-page seminar paper and preliminary assignments.  Rubric: Weak structure/ Some structure/ Sustained structure/ Strong structure/  argument argument argument argument  Results: 0 4 6 3  INTS 4500 Spring 2013  SLO 3 C INTS majors will demonstrate the ability to communicate in writing about complex international issues. Indicator: Formal Power Point-based seminar project presentation.  Rubric: Unable/ Limited oral skills/ Competent oral skills/ Strong oral skills/  understanding understanding understanding  Results: 0 4 6 3 INTS 4500 Spring 2013  SLO 3A INTS majors will demonstrate the ability to conduct academic research on complex international issues. Indicator: Seminar bibliography, research assignments, and discussion.  Rubric: Weak prep Inconsistent Adequate supporting Strong, independent  evidence Research materials research  Results: 1 4 5 3 INTS 4500 Spring 2013  SLO 1 INTS majors will demonstrate cross-cultural understanding and competencies. Indicator: Seminar roundtable readings, presentations, and discussion.  Rubric: Weak understanding Partial understanding/ Consistent/ Strong critical  application application understanding   Results:   INTS 4500 0 8 4 1   Spring 2013   SLO 3 INTS majors will understand complex international issues through collaborate learning and teamwork. Direct External Indicator: Internship supervisor evaluation  Rubric: Excellent interpersonal/ Works well Satisfactory Difficulty Poorly  teamwork Results 2012-2013 9 3 0 0 0 |

**C. Summary of Assessment Process**

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

**D. Summary of Assessment Results**

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| Additional assessment results. INTS administers an anonymous exit survey to every graduating senior at the end of the capstone seminar, which serves as an indirect indicator. The results in Spring 2013 are summarized here. They may be compared with past annual reports. 9/9 students said that they were very happy with the INTS major. 6/6 said that they planned international or U.S. inter-cultural oriented careers. 6/6 said that they had improved their second language skills while at CSUEB (including study abroad). ¾ said that the internship had been very useful. 8/8 said that their academic advisor had been very helpful and readily available. 5/5 said that they had received useful career advising through the major. In additional to individual career advising, the INTS sponsored two career events, one a presentation on graduate programs by the Monterey Institute of International Studies and the other a Global Jobs Panel event co-sponsored with the Alumni Association. 7/8 students said that the seminar had been a very positive, if challenging, experience. 7/7 said that they felt well prepared for the seminar. 6/7 said that the major core courses fit together well with no overlap and no need for additional courses. 7/8 estimated that the INTS program helped to improve their writing. 8/8 felt the same about research skills. 6/7 felt the same about their oral communication skills. 3/8 said that they had used SCAA regularly. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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Thank you for your hard work for the past year, and have a Great Summer!