



ANNUAL PROGRAM REPORT

College	Letters, Arts, and Social Sciences
Department	Anthropology, Geography & Environmental Studies
Program	International Studies Program (BA)
Reporting for Academic Year	2016-2017
Last 5-Year Review	2010-2011
Next 5-Year Review	2017-2018
Department Chair	David Larson (Program Director: Andrew Wong)
Date Submitted	October 17, 2017

I. **SELF-STUDY**

A. Five-Year Review Planning Goals

The International Studies Program’s five-year plan in 2010-2011 included the following goals:

1. To support a robust modern language curriculum at CSU East Bay;
2. To expand the range of courses that fulfill the lower-division requirements;
3. To explore the idea of adding formal options in place of the smaller and more flexible emphasis;
4. To replace the existing assessment program with online portfolios and Blackboard grading based individual assessment; and
5. To sponsor activities that promote International Studies at CSU East Bay.

B. Progress Toward Five-Year Review Planning Goals

1. The INTS Program has reaffirmed its commitment to foreign language acquisition at the intermediate level or beyond. All INTS majors are required to complete two years of coursework in a foreign language. We have assisted students in finding non-CSUEB language programs, including intensive and overseas programs, for languages not offered here (e.g., Arabic, Italian, Korean). The INTS Program Advisory Committee has decided not to accept a one-plus-one language alternative (one year of two different languages); however, the one-plus-one option may be substituted at the discretion of the director for graduating seniors who have been unable to complete two years of one language due to the elimination of second-year language courses (e.g., French).
2. We have expanded the range of courses fulfilling the lower-division culture requirement and the lower-division economic geography requirement. INTS majors may now take

- ANTH 3000 (Anthropology in the Modern World) instead of ANTH 1300 or GEOG 2300, and ENVT 2000 (Introduction to Environmental Studies) instead of GEOG 2310.
3. The INTS Advisory Committee decided that in a climate of section cuts and closed classes, the addition of formal options would complicate progress toward degree for INTS majors. To help INTS majors identify an area of primary interest, the Interim Program Director formalized 20 smaller and more flexible areas of emphasis in Fall 2016. A list of these 20 areas of emphasis, as well as the appropriate courses in each of them, was sent to all majors and posted on the INTS Blackboard page.
 4. The previous assessment scheme of entry questionnaires, individual portfolios, individual assessment grids, and seminar exit surveys was deemed too cumbersome and time-consuming. The program has replaced this assessment scheme with online portfolios and individual assessments on Blackboard. In Spring 2017, students in INTS 4500 (Senior Seminar) (taught as an online class for the first time) were asked to complete a series of assignments intended to assess their achievement of the PLOs.
 5. The INTS Program sponsors a number of activities each year. They include a career workshop, an internship orientation, and a party of INTS majors. INTS students have revived the International Studies Club. Collaborative activities with affiliated departments are contemplated. The INTS Program continues to work with the Center for International Education to encourage INTS majors to participate in study abroad programs and to explore academic collaboration with foreign universities.

C. Program Changes and Needs

Overview: The INTS program Directorship changed in 2016 from Prof. Michael Lee to Prof. Andrew Wong. Prof. Lee relinquished the Directorship 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. The issue of administrative home has also been resolved. The proposal for moving INTS from POSC to AGES was approved in Spring 2017. INTS is now housed in the same department as its director. AGES is responsible for scheduling INTS classes, handling arrangements for hiring lectures, enrolling students for special registration, and processing major checks and major declaration paperwork.

Curriculum: Our proposals for converting the INTA BA program, the INTS minor, and several INTS courses (INTS 1010, INTS 398, INTS 399, INTS 490, and INTS 499) to the semester system have all been approved. Our initial INTS BA program proposal was rejected by CLASS because it required additional resources being allocated to INTS in order to offer a new lower-division course and to resource the WTUs allocated to the supervision of students electing to enroll through special registration in INTS 398. Additional resources are needed for the 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 conversion of the current INTS 3100 issues class to INTS 101, an introductory class.

Students: According to the Institutional Research data, there are only 65 INTS majors (see Section III). However, as of Fall 2017, there are 77 students listed on the INTS majors page on Blackboard, so the actual number of students that Prof. Wong advises is somewhat 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. Meiling Wu joined the INTS Advisory Committee in Spring 2017. In 2015-2016, POSC assigned INTS 3100 to a lecturer (Dr. Emelia Ianeva), but as Dean Rountree requested, Dr. Andrew Wong taught both INTS 3100 and INTS 4500 in 2016-2017. Now that INTS is part of AGES, AGES will determine this year if Dr. Wong should teach INTS 3100 again or a high-demand ANTH class instead.

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 4100 (International Field Work) students and the effort required to administer and grade their work plus the weekly advising and other duties such as Welcome Day, Transfer Day, 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 has not yet been implemented given that the advisory committee members receive no resources for assisting the program.

Assessment: There have been no significant changes to assessment (See Section II).

Other: In Fall 2016, the Interim Program Director attended a series of planning meetings and worked with Wendy Chen and Mark Stockard (Academic Advisement and Student Records) to create the PeopleSoft Degree Audit Report (DAR) for International Studies. The INTS DAR was launched in Winter 2017. However, the Interim Program Director decided to continue using the cloud-based major checks until Spring 2018 because the INTS DAR has several glitches and does not seem to make advising less time-consuming. A new DAR for INTS will be created after semester conversion.

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).

The INTS Program assesses two or three PLOs every year. Since the last five-year review in 2010-2011, PLO 4 and PLO 5 have been assessed once each:

2011-2012:	No assessment data
2012-2013:	PLO 3 & 4
2013-2014:	PLO 1 & 3
2014-2015:	PLO 2 & 3
2015-2016:	PLO 2, 3 & 5
2016-2017 (this year):	PLO 4 & 5

In 2012-2013, Norm Bowen used the internship supervisor evaluations in INTS 4100 (International Field Work) and the seminar roundtable presentations in INTS 4500 (Senior Seminar) to assess PLO 4. In 2015-2015, Michael Lee used an anonymous exit survey in INTS 4500 (Senior Seminar) to assess PLO 5.

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 4100 (International Field Work) internship supervisor evaluation (practice), INTS 4100 (International Field Work) reflection paper (theory).

Sampling Procedure: The sample included all INTS majors who took INTS 4100 in 2016-2017. All INTS majors, with the exception of those who participate in an approved study abroad program, are required to take INTS 4100 (“Supervised field placement with a company, non-profit organization or government agency in which a substantial portion of the work experience is internationally related. Foreign placements are encouraged.”).

Sample Characteristics: The 16 INTS majors who took INTS 4100 in 2016-2017 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 4500 (Senior Seminar) in Spring 2017: (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 4500 in Spring 2017. (INTS 4500 is a required course for all INTS majors. Students usually take this course in the spring quarter of their senior year.)

Sample Characteristics: The 19 INTS majors who took INTS 4500 in Spring 2017 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 16 students who took INTS 4100 (International Field Work in 2016-2017) achieved this PLO. Here is the distribution of their “overall performance” scores in the internship supervisor evaluation form: “Outstanding” (10), “Very Good” (5), “Average” (1), “Marginal” (0), “Unsatisfactory” (0). These 16 students also received a “CR” grade on their reflection paper.

Recommendations for Program Improvement: It takes time to identify suitable internship opportunities. Unfortunately, many students wait till the spring quarter 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 compile a list of recent placements to give students an idea of which organizations have worked with INTS majors. I will also invite a career counselor from AACE to come to INTS 3100 (Global Systems) (a required course that INTS majors usually take in their junior year) to talk 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: 12 of the 19 students (63%) in INTS 4500 completed both assignments and achieved this PLO. Two students did not do either assignment, and 7 students 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), 8 points (2), 10 points (15)

Assignment 2 (five-year career plan) (0-10 points): 0 points (7), 10 points (12)

Recommendations for Program Improvement: I was surprised that despite ample guidance and repeated reminders, 7 of the 19 students in INTS 4500 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 quarter. I will consider asking INTS majors to do this exercise in INTS 3100 (a required course that students usually take in their junior year).

Next Step(s) for Closing the Loop: As mentioned above, I plan to invite a career counselor from AACE to come to INTS 3100 (Global Systems) to talk about career and internship opportunities in international affairs. I will also work with the revived International Studies Club to perhaps host a career panel for INTS majors.

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

I plan to assess PLO 1 & 2 in 2017-2018:

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).

I will assess PLO 1 in INTS 4500 (Senior Seminar), and PLO 2 in INTS 3100 (Global Systems) and INTS 4500 (Senior Seminar). Both INTS 3100 and INTS 4500 are required courses for INTS majors. Students usually take the former in their junior year, and the latter in the spring quarter of their senior year.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Notable Trends (see Appendix):

The number of INTS majors has been rising steadily since 2014. In fact, there were more INTS majors in 2016 than in the previous four years. In terms of the number of majors, INTS is now the largest program housed in the Department of AGES (ANTH: 46 majors; ENVT: 42 majors; GEOG: 16 majors; INTS: 65 majors). In 2016, 52 (80%) of the 65 majors were juniors and seniors. Relatedly, 12 (80%) of the 15 first-time students were transfers; only 3 were entering freshmen. As in the previous four years, Hispanics (44.6%) were the biggest ethnic group in the INTS Program, followed by Whites (15.4%) and Asians (9.2%). There

were also more female INTS majors (53.8%) than male INTS majors (46.2%), but the male-female difference was less pronounced in 2016 than in the last four years. The average age of INTS majors was 26. 53 (81.5%) of the 65 INTS majors were full-time students.

Reflections on Trends and Program Statistics:

As stated above, in 2016, 80% of INTS majors were juniors and seniors. It is quite possible that they came to CSUEB as transfer students, or they might just be native students who did not declare their major until after their second year. One strategy to increase the number of majors is 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.

Unfortunately, INTS does not currently offer any lower-division courses, but a good place to start would be lower-division courses offered by the other three programs housed in the Department of AGES, particularly the ones that are required for INTS majors (e.g., ANTH 1300, ENVT 2000, GEOG 2300, and GEOG 2310). Because double-counting is permitted and the INTS major requires only 58-85 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 28 more units (7 courses). The INTS major will expose them to other social science disciplines, and they will gain valuable work experience in INTS 4100 (International Field Work).

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 conversion of the current INTS 3100 issues class to INTS 101, an introductory class.

Appendix

A1. Student Headcount	2012	2013	2014	2015	2016
Undergraduate	62	56	49	57	65
Total	62	56	49	57	65
A1.1. Student Level %					
Undergraduate	100.0%	100.0%	100.0%	100.0%	100.0%
A1.2. Class Level					
Freshman	12	8	4	7	8
Sophomore	8	11	10	5	5
Junior	18	19	18	22	24
Senior	24	18	17	23	28
A2. Race/Ethnicity (%)					
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	1.5%
Asian	12.9%	7.1%	18.4%	15.8%	9.2%
Black/African American	4.8%	10.7%	4.1%	3.5%	4.6%
Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.0%	1.5%
Hispanic	25.8%	42.9%	38.8%	47.4%	44.6%
White	17.7%	17.9%	10.2%	15.8%	15.4%
Two or More Races	11.3%	3.6%	6.1%	7.0%	9.2%
Unknown	12.9%	10.7%	8.2%	5.3%	4.6%
Non-Resident Alien	14.5%	7.1%	14.3%	5.3%	9.2%
A3. Gender (%)					
Female	66.1%	69.6%	63.3%	63.2%	53.8%
Male	33.9%	30.4%	36.7%	36.8%	46.2%
A4. First-time Students					
EFR	9	6	2	6	3
Transfer	6	6	8	7	12
Total	15	12	10	13	15
A5. Full-time/Part-time					
Full-time	58	50	45	47	53
Part-time	4	6	4	10	12
A6. Average Units Enrolled					
Undergraduate	13.6	13.1	13.7	13.5	12.8
A7. Average Age					
Undergraduate	24.0	24.1	23.2	24.0	26.0