

ANNUAL PROGRAM REPORT

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.

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

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 cro6 (c)6 (NT)I
(iO)

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)

~~of 1000~~

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

