I.A.

Mission

Update your program mission in the narrative box below if you have changes this year. See the HSU Strategic Plan at http://www.humboldt.edu/planning/docs/ExecSummary.pdf or the University Catalog at http://pine.humboldt.edu/registrar/catalog/documents/HSUcatalog2013-14.pdf

Status

☐ Under Development   ☑ In Review   ☐ Published

Due Date: 3/31/2014
Assigned User: None

Narrative

We expect the International Studies program to begin work on its first ever 5year plan when the tenure track hire begins next Fall. Until then, we have no changes or updates to report.

I.B.

Goals

Update your program goals in the narrative box below if you have changes this year. See the HSU Strategic Plan at http://www.humboldt.edu/planning/docs/ExecSummary.pdf

Status

☐ Under Development   ☑ In Review   ☐ Published

Due Date: 3/31/2014
Assigned User: None

Narrative

 The International Studies Program has no changes or updates to report, but we do expect the new tenure track hire to begin work on the first every 5 year plan when they start work next Fall.

II.A.

Student Learning Outcomes

Student learning outcomes (SLOs) describe knowledge, skills, levels of reasoning, competencies, and habits of mind that are specific and measurable. A program's stated goals/outcomes are delivered through a curriculum in which the courses are aligned with the specific purpose for developing the stated outcomes.. Usually the program outcomes have a point of introduction, a sequence of practice and development, and a point at which mastery proficiency at the level expected of the degree is achieved. Thus, program outcomes are assessed at the course level, but through several stages of introduction-development-mastery. Program goals/outcomes:

- take into consideration institutional level outcomes and discipline specific accreditation standards
- are well supported by the required courses within the curriculum
- are developed within the curriculum with increasing levels of proficiency from introduction, through development, to mastery.
- are written in ways that are understandable by students and general audiences
- are reviewed regularly and revised to reflect current growth in the discipline
- are shared with students who, with guidance from the faculty, become skilled at self-assessing in relation to the outcomes and expected levels of performance
- are included in course syllabi and prominently posted in other program documents. There are six current International Studies Student Learning Outcomes. They are:
-

    1. Students will demonstrate the ability to analyze regional and global issues from economic, political, and cultural perspectives.
    2. Students will demonstrate linguistic competency in a second language.
    3. Students will develop cultural competency in diverse international environments.
    4. Students will demonstrate the ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues.
    5. Students will demonstrate proficiency in formal written and oral communication
    6. Students will demonstrate the ability to present themselves professionally in preparation for an international career.

Status

☐ Under Development   ☑ In Review   ☐ Published

Due Date: 10/31/2013
Assigned User: None

Narrative

Please find attached the SLO grid for the International Studies Program as a separate file. The Narrative below is also in the attached document for convenience/coherence in the document, but set out here to facilitate the process.
--
By broadly applying Bloom's taxonomy of learning across an interdisciplinary Program for International Studies, we have created three categories: (I), Develop (D) and Master (M).

Our goal was a simple language that could be applied to any course - or courses - to ensure that the specific course requirements and events are aligned with overall Program objectives. However, we also wanted to avoid overly dividing categories or activities that would usually be combined in the classroom setting eg factual information and interpretation and meaning.

The IS major is comprised of four pillars:
1) a core curriculum designed to explore and explain the three main drivers of globalization ie culture, politics and economics;

2) proficiency in a foreign language;
3) a study experience of 10 weeks or 12 units; and
4) an area of Concentration/expertise.

The Program is assisted in areas 2) and 3) by the World Languages and Cultures Department and the Center for International Programs/other departments respectively. In other words, the IS advisory committee is not 'responsible' for the coursework or agreements with foreign institutions, but we do work closely with those who are to ensure our students can attain our Program objectives. In terms of Concentrations, one of the most appealing features of this major to many students is the flexibility they have to study areas of interest across departments - in consultation and with the approval of their academic adviser. Again, IS is not responsible for the assessment of these courses per se, but we do monitor course objectives to ensure they continue to support the goals of the IS Program.

In terms of assessment, and working with our precious assessments rubrics, it makes sense for the Program to focus on the core INTL offerings and courses, 210, 220, 410 and the Capstone. We have chosen 3 key methods of assessment and will design rubrics for each: the research paper, oral presentations and group work. Given the interdisciplinary nature of the Program and our reliance on other areas and departments, we will also focus heavily on the Capstone portfolio and develop a specific rubric designed to assess that work.

Key to Assessment Codes

I = Introduce (corresponds to Bloom's taxonomy for Knowledge and Comprehension)

Knowledge: Basic facts, terms and concepts and answers as well as knowledge of the universals and abstractions in the field through theories, structures and core principles.
Comprehension: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

D = Develop (corresponds to Bloom's taxonomy for Application and Analysis)

Application: Using new knowledge. Solve problems by applying acquired knowledge, facts, techniques, rules etc in a different way.
Analysis: Examine and break information into parts by identifying motives or causes or relationships. Make inferences and find evidence to support generalizations.

M = Master (corresponds to Bloom's taxonomy for Synthesis and Evaluation)

Synthesis: Compile information in a different way by combining elements through the creation of a structure or establishment of a pattern or derive an abstraction or theory on the basis of concrete examples.
Evaluation: Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

!! = Outcome is the primary purpose of the course activity

Reviewer's Comments

Greetings!

Thank you for generating this first course-to-program outcomes map for International Studies.

This year, Associate Dean Scott Paynton and Director of Educational Effectiveness Ed Nuhfer reviewed your PREP assessment together and collaboratively authored a response. We tried this collaborative response for the first time this year, and found it superior to the former sequence. This review serves as both the "Reviewer's Comments" and "Dean's Comments."

The International Studies narrative on the PREP site lists six programmatic outcomes. The table submitted is consistent other than that the outcomes are presented in a different order.

1. *Students will demonstrate the ability to analyze regional and global issues from economic, political, and cultural perspectives.*
2. *Students will demonstrate linguistic competency in a second language.*
3. *Students will develop cultural competency in diverse international environments.*
4. *Students will demonstrate the ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues.*
5. *Students will demonstrate proficiency in formal written and oral communication*

    1. *Students will demonstrate the ability to present themselves professionally in preparation for an international career*

Those outcomes and are developed through your four pillars: 1) a core curriculum designed to explore and explain the three main drivers of globalization ie culture, politics and economics; 2) proficiency in a foreign language; 3) a study experience of 10 weeks or 12 units, and 4) an area of concentration/expertise.

We understand that your program draws on others' courses to support it and that you, as you note, are not responsible for assessment of these courses. You state that you closely monitor the course objectives, but an issue at Humboldt State has been a lack of published course objectives. The situation now prevents your showing specifically how the courses support your pillars and outcomes and what they contribute that builds proficiency. Given that limitation, you have still done good work in showing the general developmental agenda.

Some suggestion that may help in strengthening your capacity for assessment follow.

1. Try to assemble enough specific course outcomes so that you can at least map the course outcomes that develop the three perspectives your program. A good place to start may be answering: What constitutes the proficiency that you expect in the three perspectives you name in Outcome #1?

    Having course outcomes enables students enrolled in the courses and new/adjunct faculty to understand what the program intends that each course accomplish. It further helps a program to respond to advocate for needed continuity when faculty change. It is difficult for an interdisciplinary program to convey how it synthesizes content to provide a unique educational experience when it does not yet have ready capacity to show in some detail what is being synthesized.

1. Your special strengths appear to be in developing the particular skills and ways of understanding in your students through projects and products scored by rubrics that you have adopted and

developed. Post these instruments on your PREP site. They are valuable models for others. Think about how you might reconstruct a map for your program as one large curricular rubric and showing how and where certain courses support the stages of development.


Timely Heads Up
When HSU's next full WASC reaccreditation occurs, we will be held accountable for showing how we develop five Core Competencies*: Information Literacy, Written Communication, Oral Communication, Quantitative Reasoning, and Critical Thinking.* These components will inevitably be a part of any General Education program. Your outcomes and maps how that you develop several of these to mastery level.

Interdisciplinary programs are particularly challenging to maintain and to assess. We thank you for your fine work and offer congratulations on significant progress.

With all best wishes,
Ed Nuhfer
Scott Paynton

Sources
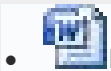
- IS SLO @ 29 Oct

Interdisciplinary Studies: International Studies SLOs (as @29 Oct 2013)

By broadly applying Bloom's taxonomy of learning across an interdisciplinary Program of International Studies, we have created three categories: (I), Develop (D) and Master (M).

Our goal was a simple language that could be applied to any course - or courses - to ensure that the specific course requirements and events are aligned with overall Program objectives. However, we also wanted to avoid overly dividing categories or activities that would usually be combined in the classroom setting eg factual information and interpretation and meaning.

The IS major is comprised of four pillars: 1) a core curriculum designed to explore and explain the three main drivers of globalization ie culture, politics and economics; 2) proficiency in a foreign language; 3) a study experience of 10 weeks or 12 units; and 4) an area of Concentration/expertise. The Program is assisted in areas 2) and 3) by the World Languages and Cultures Department and the Center for International Programs/other departments respectively. In other words, the IS advisory committee is not 'responsible' for the coursework or agreements with foreign institutions, but we do work closely with those who are to ensure our students can attain our Program objectives. In terms of Concentrations, one of the most appealing features of this major to many students is the flexibility they have to study areas of interest across departments - in consultation and with the approval of their academic adviser. Again, IS is not responsible for the assessment of these courses per se, but we do monitor course objectives to ensure they continue to support the goals of the IS Program.

In terms of assessment, and working with our precious assessments rubrics, it makes sense for the Program to focus on the core INTL offerings and courses, 210, 220, 410 and the Capstone. We have chosen 3 key methods of assessment and will design rubrics for each: the research paper, oral presentations and group work. Given the interdisciplinary nature of the Program and our reliance on other areas and departments, we will also focus heavily on the Capstone portfolio and develop a specific rubric designed to assess that work.

Key to Assessment Codes

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Comprehension: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

D = Develop (corresponds to Bloom's taxonomy for Application and Analysis)

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M = Master (corresponds to Bloom's taxonomy for Synthesis and Evaluation)

Synthesis: Compile information in a different way by combining elements through the creation of a structure or establishment of a pattern or derive an abstraction or theory on the basis of concrete examples.
Evaluation: Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

‼ = Outcome is the primary purpose of the course activity

Compiled by Alison Holmes - IS Program Leader

INTERDISCIPLINARY STUDIES: INTERNATIONAL STUDIES SLO MAP @ 29 Oct 2013	GE Category	1. demonstrate the ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues			2. demonstrate linguistic competency in a second language			3. develop cultural competency in diverse international environments		
		Level	Y/N	Methods	Level	Y/N	Methods	Level	Y/N	Methods
100 Critical Thinking: Globalization (not required for the major)	Critical Thinking	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A
IS CORE (inside Program)										
210 Intro to Intnat'l Studies		I	Y	Formal research paper; group project & oral presentation	N/A	N/A	N/A	I	Y	Formal research paper; group project & presentation
220 Intro to Cultural Studies		I	Y	Formal research paper; presentation	N/A	N/A	N/A	D	Y	Presentation
410 Global Issues Analysis		M	Y	Formal research paper; group project and oral presentation	N/A	N/A	N/A	N/A	N/A	N/A
3xx Career Workshop					N/A	N/A	N/A	Y/N	N	Destination dependent
490 Internat'l Studies Capstone		M	Y	Portfolio	Y/N	N	Project dependent	D	Y	Portfolio

INTERDISCIPLINARY STUDIES: INTERNATIONAL STUDIES SLO MAP @ Sept 4 2013	GE Category	1. demonstrate the ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues			2. demonstrate linguistic competency in a second language			3. develop cultural competency in diverse international environments		
		Level	Y/N	Methods	Level	Y/N	Methods	Level	Y/N	Methods
IS CORE (outside Program)		D	Y	Dept Dependent	D	Y	Dept Dependent	I	Y	Dept Dependent
PSCI 240 Intro to Intnat'l Relations										
ECON 305 Intnat'l Economics & Globalization OR	GE-D									
ECON 306 Economics of the Developing World	DCG-n & GE-D									
LANGUAGE REQUIREMENT					‼	Y	Level 5 or equivalent assessed by WLC	D	N/Y	Assessed by foreign partner
STUDY ABROAD					D	N/Y	Assessed by foreign partner	‼	Y	Portfolio on return
METHODOLOGY Choose 1:		M	Y	Dept Dependent	N/A	N/A	N/A	N/A	N/A	N/A
HIST 210 Historical Method **ANTH 318** Ethnography **GEOG 311-** Geographic Research & Writing **PSCI 295-** Political Research &Analysis **CRGS 390** Theory & Methods in Ethnic Studies (DCG-n)										
CONCENTRATION (5 courses + 15 units)		D/M	Y	Dept Dependent	D	Y/N	Concentration Dependent	D	Y/N	Concentration Dependent

INTERDISCIPLINARY STUDIES: INTERNATIONAL STUDIES SLO MAP @ Oct 10 2013	GE Category	4. ability to analyze regional and global issues from economic, political, and cultural perspectives			5. demonstrate proficiency in formal written and oral communication			6. demonstrate the ability to present themselves professionally in preparation for an international career		
		Level	Y/N	Methods	Level	Y/N	Methods	Level	Y/N	Methods
100 Critical Thinking: Globalization (not required for the major)	Critical Thinking	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A
IS CORE (inside Program)										
210 Intro to Intnat'l Studies		I	Y	Formal research paper; group project & oral presentation	I	Y	Formal research paper; group project & oral presentation	I	Y	RIP /File workshop
220 Intro to Cultural Studies		I	Y	Formal research paper; presentation	I	Y	Formal research paper; presentation	N/A	N/A	N/A
410 Global Issues Analysis		D	Y	Formal research paper; group project & oral presentation	D	Y	Formal research paper; group project & oral presentation	N/A	N/A	N/A
3xx Career Workshop		N/A	N/A	N/A	D	Y	Mock Interview	!!	Y	Mock interview/ Portfolio
490 Internat'l Studies Capstone		M	Y	Portfolio	M	Y	Portfolio/Project	D	Y	Portfolio

INTERDISCIPLINARY STUDIES: INTERNATIONAL STUDIES SLO MAP @ Oct 10 2013	GE Category	4. ability to analyze regional and global issues from economic, political, and cultural perspectives			5. demonstrate proficiency in formal written and oral communication			6. demonstrate the ability to present themselves professionally in preparation for an international career		
		Level	Y/N	Methods	Level	Y/N	Methods	Level	Y/N	Methods
IS CORE (outside Program)		D	Y	Dept Dependent	D	Y	Dept Dependent	I	Y	Dept Dependent
PSCI 240 Intro to Internat'l Relations										
ECON 305 Internat'l Economics & Globalization	GE-D									
OR ECON 306 Economics of the Developing World	DCG-n & GE-D									
LANGUAGE REQUIREMENT		N/A	N/A	N/A	D	Y	Assessed by foreign partner	N/A	N/A	N/A
STUDY ABROAD		N/A	N/A	N/A	D	Y	As above	N/A	N/A	N/A
METHODOLOGY Choose 1:		D	Y	Dept Dependent	D	Y	Dept Dependent	N/A	N/A	N/A
HIST 210 Historical Method **ANTH 318** Ethnography **GEOG 311-** Geographic Research & Writing **PSCI 295-** Political Research & Analysis **CRGS 390** Theory & Methods in Ethnic Studies (DCG-n)										
CONCENTRATION **(5 courses + 15 units)**		D/M	Y	Dept Dependent	D	Y	Dept Dependent	N/A	N/A	N/A

II.B.

Spreadsheet Mapping Course Outcomes to Program Outcomes
In Fall 2013, instead of reporting on results of assessment activity, programs will complete a spreadsheet that connects assessable learning outcomes for each required course to assessable program learning outcomes, using the spreadsheet templates posted below. The shift in focus will enable each program to function as a reflective learning community as it develops its curriculum map. This approach will allow program faculty to envision the curriculum as a cohesive whole rather than as a collection of discrete courses, providing the foundation for an assessment process that is both less burdensome and more meaningful. More importantly, it will also help us develop stronger, more effective programs that graduate well-educated students on time.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 10/31/2013
Assigned User: None

Narrative

<div align="center">

Humboldt State University
Academic Outcome Assessment Data Analysis & Report for AY 2012-13
Due October 31, 2013

</div>

College:
Department:
BA or BS Major/Credential/Masters:
Report prepared by:
Report Date:

This report is due October 31 for each program offering a BA or BS, a credential, and/or a Master's degree.
1) Attach your program's "Mapping Course Outcomes to Program Outcomes Spreadsheet" or paste text in the spreadsheet below.
2) Briefly discuss how completing this mapping exercise changed your program's curriculum and/or goals.

In Fall, 2013, the associate deans and the Director of Educational Effectiveness will conference to review and provide feedback to the final reports.

II.C.

Other Program Assessment

Additional program assessments may address key program features including, but not limited to:

- Academic Advising
- Supplemental Instruction
- Courses with large service components or other purposes
- Graduate School and/or Employment placements
- Discipline specific accreditation standards
- Alumni surveys
- Activity in response to discipline specific accreditation requirements

If your program conducted an additional program assessment in the past year, such as those listed above, summarize what was assessed, what data was gathered, and what was learned.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 10/31/2013
Assigned User: None

Narrative

III.

Diversity and Inclusive Excellence

The Goal: Ensuring academic excellence and educational equity for traditionally under-represented students in the areas of student access, persistence, and graduation by embracing diversity as central to the educational process for all HSU students.

The annual diversity and inclusive excellence portion of the program review process focuses on *evaluating your program's progress and success in implementing your departmental diversity plan.** This process focuses on addressing areas of **disproportional impact**** at the program and course level.

During this annual process, program faculty review, discuss and evaluate initiatives undertaken during this past year to address areas of disproportional impact within the program. Programs are asked to submit a brief report (see template below) that asks program faculty to summarize the implementation of their diversity plan during the prior year, and outline steps that will be undertaken during the year to come.

* Each program should already have a "departmental diversity plan" on file that outlines strategies to be implemented and tracked over a multi-year period. If your program has not yet established a diversity plan, please contact Radha Webley in the Office of Diversity and Inclusion for assistance with the process of developing a diversity plan for your program (x4502, Radha.Webley@humboldt.edu).

** Disproportional impact," in this instance, refers to observable inequities in educational outcomes – specifically, the difference between outcomes for under-represented and non-under-represented students. For example, a clear case of disproportional impact is evident at HSU in the gap between the 6-year graduation rate for under-represented students and the 6-year graduation rate for White & Asian-American students.

Status

☐ Under Development   ☑ In Review   ☐ Published

Due Date: 1/31/2014
Assigned User: None

Narrative

Please see two attached documents. The IS response to last year's comments and this year's report in answer to specific questions raised.

Reviewer's Comments

International Studies
Re: International Studies Diversity & Inclusive Excellence report for AY 13/14

Dear Alison,

Thank you for submitting your program's diversity and inclusive excellence update for 13/14, and for all of the work that your program has dedicated to addressing inclusivity and equity issues in your program and courses, and to supporting student success in your program overall. This year, feedback on your inclusive excellence report is coming jointly from your Associate Dean Scott Paynton and Diversity & Inclusion

Director Radha Webley. We're hoping that this joint review and feedback will help streamline and clarify the feedback you receive. After meeting to review your report, we collaboratively prepared the following suggestions and comments on your report:

- ✓ The program's report did not include a plan for going forward. As soon as a new tenure-track hire is in place, the expectation is that there will be a full diversity plan drafted, and ongoing follow-through on that plan year to year.

We are both available to answer any questions you might have about this process, and to support your work in this area in any way that we can. Please feel free to contact either or both of us if there is any way that we can assist your department in this process.

Radha Webley
Scott Paynton

1 April 2014

Sources

- 2013 HSU Diversity Reports
- IS 2014 Diversity Report
- IS last year's report response
- IS Major Survey May 2012
- IS major survey May 2013
- Program Planning Diversity and Inclusive Excellence Template 2013-14

HSU Departmental Diversity & Inclusive Excellence Report for AY 2013-14
Due: January 31, 2014

College: CAHSS
Department/Program: Interdisciplinary Studies/International Studies
Report prepared by: Alison Holmes, Program Leader
Report date: 2013

1. **Referencing your Diversity and Inclusive Excellence reports from previous years, what are the areas of disproportional impact that you are currently observing in your program**?
   o **Program enrollment** (for example, low enrollment of particular groups of students – by race/ethnicity and/or gender – relative to the HSU student population overall).
   o
   o *In comparison to HSU population overall, the 12/13 figures for IS reveal it is currently graduating significantly more Asians and those of 'two or more' races, slightly more unknowns and whites while we have fewer American Indians, Latinos and Pacific Islanders than the rest of campus. In terms of participation the percentages have not be calculated, but will be investigated in future.*

2. **Briefly summarize the initiatives undertaken by your program <u>in the past year</u> to address the issues described in Point #1, above**. As a point of reference, some examples of ways that HSU programs are addressing these issues include:

   o *See the International Studies response to last year's report for short-medium and long term initiatives.*

3. **Summarize the effectiveness and/or results of each of these initiatives in addressing the areas of disproportional impact outlined above**. (Note: if you have not yet evaluated the effectiveness of these initiatives, please outline your plans for doing so.)

   o *Most, if not all of our initiatives have only been going for 1 year (see attached for the summary of our 2 student surveys, our only alumni survey and the International Education Week survey conducted by IS - other documentation available on request eg alumni letter, newsletter etc). These are both our tools for improvements and our means to assessing our progress.*

   o *In terms of longer terms initiatives, INTL 100 (critical thinking globalization) has now been approved by the ICC and the Capstone Journal. Doubtless when the tenure track faculty is appointed, they will be revisited with a view to their effectiveness.*

arh 1/7/14   1

4. **Based on this assessment of your department's current work to address areas of disproportional impact – and responding to any feedback on your previous year's report, either from your Dean, the Diversity and Inclusion Office, or an external reviewer – outline the steps you will take as a program <u>in the coming year</u> to continue to address the areas of concern that you have identified.** If, based on this review, your department chooses to completely re-write your working diversity plan, please upload that new plan below (under "Document Directory Sources") and make a note of that change here.

   o *As indicated in the Response document and elsewhere, a full diversity plan is, for the moment, most sensibly left to a tenure track appointment.*

5. **How could the Office of Diversity and Inclusion support your efforts outlined in Point #4, above?**

   o *I am sure the ODI will be more than helpful when the time comes to undertake our full plan. In the meantime, activities continue in the area listed towards the goal of increasing diversity.*

6. **How *often* have you – as program faculty – collectively discussed the above plan, during the past year?**

   o *As an interdisciplinary committee, International Studies only meets 3 times per semester. Often the longer term agenda items are pushed out by other, more urgent matters. There is some thought to create an IS annual 'retreat' to ensure longer term issues are more fully addressed, but for now, committee organization and structure must be left to the new tenure track faculty member. That said, we have discussed the diversity/participation/graduation and retention numbers twice ie once a year in anticipation of this report.*

The link to the program data sheets is:

http://pine.humboldt.edu/cgi-bin/cgiwrap/anstud/filter.pl?relevant=pindex_U.out

<h1 style="text-align:center">International Studies: Response to Office of Diversity 2012 Comments
January 2014</h1>

College:	**CAHSS**
Department/Program:	**Interdisciplinary Studies/International Studies**
Report prepared by:	**Alison Holmes, Program Leader**
Report date:	**2014**

As 2012 was the first time International Studies reported separately from the World Languages and Cultures, some issues pertaining to the ODI comments should be highlighted.

The first and perhaps the most basic, is that International Studies is not a Department. We remain administratively housed within WLC, but have only just begun the process of establishing a more independent presence in various administrative capacities. While we are now on the University and CSU Master list for consideration for full Major status, we continue to operate with one 3 unit release Program Leader. Our future departmental home is, as yet, undetermined, and will remain so until we have a tenure track appointment in place.

The most relevant ramification of this fact is that the language of 'department' is misleading in terms of how and who implements any International Studies plan for diversity (or any other evaluation/assessment we undertake) because, despite the dedication of our committee of IS advisers, they all have departmental homes and consequent responsibilities.

We are pleased the ODI report notes that we graduate IS students in proportion to our enrollment and that we have no obvious 'bottlenecks' in our INTL courses, albeit small in number. It was not our intention to focus unduly on Humboldt County demographic data at the expense of other, potentially more relevant, information, but merely, as our first report, to look across all the available information and note where we stand in relation to all of the communities we serve.

We also note the exhortation to complete and file a Diversity Plan for the International Studies Program, but suggest that such a report would be premature in light of the fact the tenure track hiring process is currently underway and recommend that it would make more sense to leave this until that person is in place and able to be assured of taking it forward in the long term.

Though not noted or asked, we have observed the fact that while our female to male ratio remains high, the make-up of our female population seems to be shifting towards URMs. The same is not exactly true of the male URM population, but there was a slight decrease in non URMs, and rise in URMs that is now holding steady. At the same time, our retention rates seem to be generally steady, though one should always note when making comments on such trends, that any 'directionality' is prone to fast shifts given the numbers overall are so small - though it is a trend that would indicate we are building towards the main recommendation of the ODI report in that we are bringing in a more diverse student population.

Student Focused Diversity Initiatives

That said, International Studies has, and continues to undertake initiatives to strengthen the Program and serve all of its students. With a particular view to exploring the question of our gender/ethnic identity, we have a number of plans that we hope will enhance our ability to attract a range of students.

Short Term Activities

Admissions Team. IS has already made a presentation to the Admission team regarding the recent changes in the Program, but we will revisit this conversation with a view to developing a plan as to what might encourage more male and/or URM students to the Program.

Campus Outreach. In addition to Admission and using the new INTL course, we will investigate other ways to recruit students to the IS major. International Studies has hosted two events at IEW - together with CIP - to open a dialogue as to what 'international' means to students here at HSU. We will expand this effort to explain more about the IS program and encourage students to explore the major. We will also extend the IS/CIP survey undertaken at IEW to encourage more interest.

To date, we have not used the Dialogue on Race or the Multi-cultural Festival in the Spring for IS purposes, but we will investigate possibilities for doing so in the future.

Annual Student Survey. We have now undertaken a student survey two years in a row, but will look at our survey questions for ways to improve our diversity.

Website. As part of our work last year we created a new International Studies website and will now continue to work on ensuring that it reflects the widest possible range of our students, but that it also encourages students of all backgrounds.

Annual Newsletter. Having created the first newsletter last year, we will now work to use this to communicate our diversity to all of our stakeholders.

Alumni Communication. Finally, no communication plan is complete without attempting to include our alums and having set up the first list of IS alum mailing, we will endeavor to use this as another recruitment tool.

Medium Term Activities

INTL 100: Critical Thinking - Globalization. International Studies has proposed a critical thinking class that, we hope, will not only provide a useful addition to this part of the University's curriculum, but will also become a 'gateway' course for the IS Major. As part of that plan, we would aim to use this course to highlight issues and areas that would attract the broadest range of students and encourage their participation in our Program.

Capstone Journal. IS is planning to create a capstone online journal and will endeavor to work on our outreach both for potential majors and content from the journal in due course.

Study Abroad. As part of the International Education Week Survey (conducted by IS in conjunction with the CIP) we have identified the cost of study abroad as a potential issue for students both in terms of going abroad as part of their degree, and specifically in relation to IS as a potential major. We are now exploring this further with a view to discovering whether this has a gender/ethnic component and how we might be able to address this issue through fundraising/development money or scholarships of some kind.

Longer Term Activities

International Studies will endeavor to produce a 'Diversity Plan' for the Program as and when we have a tenure track faculty member in place.

To: IS Advisory Committee
From: Alison Holmes, Program Leader

Re: International Studies Major Survey May 2012

IS Moodle Community
A Moodle site for International Studies Majors was established in April 2012 with four goals:

1) Provide a place for the posting of important information that would remain accessible (even if students delete the email from their own Inbox);
2) Create an IS 'space' where majors could post questions (and answers) and share more general information eg I recently suggested the site to a student who wanted to make an announcement to fellow students;
3) Enable the International Center to have a 'window' to and from majors (this may be particularly useful in light of comments on Study Abroad office access); and,
4) A place we could get feedback from the students on a more regular basis.

The site is intended to be a small, ongoing part of a more general effort to create community-building initiatives for the major. The initial posting to the site was an announcement of the new Program Leader with a link to Survey Monkey, results summarized here. The message was well received, with several students contacting me directly.

IS Survey
The survey attached to the Moodle announcement was based largely on one recently used by the Politics Department. For International Studies this was the first of its kind, the only other survey being a longer, written vs online exit survey of Majors and Minors done by Michael Eldridge in 2009.

Within three days of the announcement, 25 students had responded. A reminder was sent out two weeks later and a final deadline set for the week after finals. At closing, 42 students had replied. While this number compares well with similar exercises, there is an important caveat. It would seem that, as well as being the most prompt, the first group was more likely to respond to all questions. Despite the rising number of responses in later weeks, the number of students skipping questions also significantly increased. For a number of questions the 'skip rate' was nearly half.

It is interesting to speculate as to why the students would take the trouble to enter the survey and click all the way through and not answer. It may have been curiosity as to what was being asked; interest but no time to answer longer questions given the timing of the survey; or a desire to look helpful, but not able/wanting to participate fully. There is no way to tell, but perhaps we can take it as a hopeful sign that they made at least some effort to see what was going on.

Survey Format
The survey was divided into four sections. The first was basic information about the students and when/why they decided to become IS majors. The second part included specifics such as the resources available/ faculty/ assignments etc, the most important thing they felt they have learned and their most valuable experience (so far) as well as questions as to when they took 210 and 310 in relation to their other upper division courses and what they would do to improve the program. The third part asked about region /issue of concentration, language background and study abroad. The final questions ask

about other activities on campus and present career goals and, for those graduating, advice they would give to someone entering the program.

Note: Numbers in ( ) indicates the relevant survey question # - attached at the end of this summary. Indicative or sample quotes are also provided.

 Survey Participants
(1)The group was, not surprisingly, much more heavily weighted to upper classmen: nearly 20% Super seniors, 30% seniors, 27% juniors and about 25% sophomores and freshman.

(2,3,4) The major seems to be nearly evenly divided between those who transfer into HSU and those who begin their college career here. The major is overwhelmingly white and female. There is an interesting question as to why women may find it a 'better fit' than politics or economics and something we might want to explore further at later date.

(5) It is not a major of many first generation students with only 4 of the 42 having less than a High School education, 12 GED or High School Diploma while 15 have some college and 22 have College and/or Graduate school.

(6) The students seem evenly divided as to when they decide to come into IS as a major with nearly half deciding before they arrive at HSU while the other half not deciding until much later ('When They First Arrive' received only 8 answers).

(7) Their answers to why they decided to major in IS fall into three broad categories:
1. Course content/inter-disciplinary/globalization/specific professor (16)
   'It is a newish major that examines issues in a unique multi-disciplinary way that I find more applicable to the problem at all levels today'
2. A desire to travel/learn a language as part of their degree(12)
   'After getting the travel bug at 16 there was no turning back'
3. Some other major didn't work/relative flexibility of course allowed them to graduate sooner (9)
   'I was interested in Anthropology but wanted more foreign language background'

Note: It is at this point that the survey begins to have a high 'skip' rate. This may warrant a review of the questions for clarity/smooth-ness of the survey/ease of reply.

(8,9) Course content was overwhelmingly identified as helpful, with faculty/teaching not far behind and assignments/expectations third.

Content: 'Balance between theory and real world'/'Flexibility and breadth'/'Courses taught suit the interdisciplinary nature of the major'
Faculty: 'Availability to give in-depth analysis'/'Enthusiasm'/'Knowledgeable'/'Faculty are amazing' (with a number of specific faculty being mentioned).
Assignments: 'Enjoyed research papers with multiple-part due dates'/'Policy papers interesting'/'Presentations helped my communication skills'/'Getting me prepared for the real world'

When the question was reversed in terms of what hindered them, faculty came in at the top of the list - but with more emphasis on issues of advising. Course content and assignments were tied.

Note: It may be that these questions should be reexamined in future for clarity and to separate out different issues.

Faculty: 'Bureaucratic policies'/'Making advising required helps'. Two were also comments as to Study abroad advising and the need to have more people available at key times.
Content: 'More facilitations about real world'/'More methodology'/'Range of classes makes it hard to focus'/'Class availability was poor'
Assignments: 'Expectations too low'/'Faculty not clear about expectations'/'More policy papers'

(10) A question about the 'most important ideas' might be expected to produce as many answers as respondents. However, an overwhelming number of students spoke of the 'interconnectedness' of the world's issues and the importance of communication in a culturally diverse world. Eg 'I have learned that my generation will inherit some of the most complex issues within the most complex economic, social and political systems'.

(11) Similarly, answers to the question as to their 'most valuable experience' was even more clearly weighted to a single answer: study abroad. Model UN also had a number of mentions and a scattering of other specific classes/areas of content.

(12) 90% were satisfied with the resources (technical, library etc) with several taking time to make suggestions about adding study groups, tutoring, and scholarships for study abroad.

(13) More diverse answers were offered under the idea of a change to the program with three broad themes: study abroad advising, career advice and support and those that could be summarized as suggestions about community development either in terms of meeting others in the major, others interested in their concentration, others going to/coming back from the same country. One person even suggested that the program should have its own department so as to create the kind of connection they were looking for. A related suggestion was the creation of more connection between 210 and 310 (as well as making both 4 unit classes).

 (14) As might have been predicted when asking about the timing of students taking the core courses, INTL 210 was evenly divided between *before* or *at the same time* as their upper division electives while INTL 310 was more heavily weighted to *at the same time* and *after*. Interestingly, quite a few had not taken 210 and even more had not taken 310 at all. This should be watched to see if offering 210 and 310 Fall and Spring makes a difference.

(15,16) Most of those answering were concentrating in 'Globalization' with 'China' second then 'Culture' then 'Germany'. It is interesting to contrast this to the language questions where Spanish was in the lead then Chinese, with French and German nearly even.

(17,18,19) The question as to whether they took this language before they enrolled at HSU was evenly divided, although just under half said they took another language while here and just over half said they did not, posing further questions that may be explored in the next survey. Nearly a third were planning to take a second major.

(20,21,22,23) Latin America and China stand out as the most common destinations and the good news is that students seemed to feel that it fit in with their program of study. Most felt they had enough

information, though there were a number of people who would like to see more connection between academic and study abroad advisers and financial support for studying abroad.

Note: the question as to when they went abroad will need to be redrafted so as to make it clear it is about which year/semester in their own program - not just a year.

(24) It is interesting to see that IS students are more likely to be involved in sports than other types of associations such as language groups, 'global' issues, multi-cultural activities etc.

(25) Career choices are dominated by non-profits and NGOs with government and teaching jobs (particularly teaching English) close behind. Only one stated graduate school as an option.

(26) The final question, designed for seniors, but open to anyone answering the survey, produced a fairly consistent range of answers, but with a slightly more downbeat tone. The idea of 'not giving up' or not allowing themselves to get 'too depressed' by the world's problems was the way most stated their advice - though many also concluded with the idea that, despite all the problems, 'don't stop working and thinking for change'.

IS Major Survey Questions May 2012

1. Year you just completed at HSU?
2. Did you start at HSU as a: *First year student/Transfer Student*
3. Race/Ethnicity
4. Gender
5. Parents' Highest Level of Education
6. When did you decide to major in IS? *Before I arrived/When I first arrived/Later*
7. What led you to decide to major in IS?
   ==
8. The International Studies Program is exploring changes to help promote the success of all students. Thinking about your experience, please identity ways in which faculty, teaching or advising, course content, or assignments and expectations helped you achieve your goals?
9. Thinking again about your experience, please identity ways in which faculty, teaching or advising, course content, or assignments and expectations limited or hindered your ability to achieve your goals?
10. What are one or two of the most important ideas you have learned (so far) in the IS Program?
11. What has been (so far) your most valuable experience in the IS Program?
12. Do you feel that you have the facilities and access to resources (eg computers, technology, databases, library) necessary for successful completion of requirements for the IS Program?
13. What would be the most important change you would suggest to the IS Program?
14. When did you take the core courses (INTL 210 Introduction to International Studies, INTL 310 International Political Economy)? *Before/At Same Time/After - upper division electives*
    ==
15. Which region/issue is the focus of your IS major?
16. Which language have you focused on for your degree?
17. Did you study this language before you enrolled at HSU?
18. Did you study another language while at HSU?
19. Are you planning to take or have you completed a second major while doing the IS Program?
20. Which study abroad will/did you participate in for your major?
21. In which year did/do you plan to study abroad?
22. Did it fit into your program of study?
23. Did you have all the information you needed as to which program you went on?
    ==
24. What activities did /are you involved in on campus?
25. What are your present career goals?
26. If you are graduating this year, what advice would you give to someone just entering?

To: IS Advisory Committee
From: Alison Holmes, Program Leader

Re: International Studies Major Survey May 2013

2013 was our second International Studies survey and while we used largely the same questions, some were changed in light of a few confused results last year.

Survey Format
The survey was divided into four sections. The first was basic information about the students and when/why they decided to become IS majors. The second part included specifics such as the resources available/ faculty/ assignments etc, the most important thing they felt they have learned and their most valuable experience (so far) as well as questions as to when they took 210 and 310/410 in relation to their other upper division courses, the IS Moodle and the Career workshop. The third part asked about region /issue of concentration, language background and study abroad. The final questions ask about other activities on campus and present career goals and, for those graduating, advice they would give to someone entering the program.

Overall
The response rate was down from last year (from 42 to 24) though it could be considered positive that while the overall response rate was lower, the 'skip rate' was significantly lower ie of the 24 responses we had relatively few unanswered questions this year. There was also an interesting shift in terms of who replied. There was a gap amongst sophomores while freshmen were up and a third were seniors. This shift is also reflected in the fact that there was an increase in the number of students who started at HSU as freshmen and a decline in transfers.

In terms of gender the pool reflects the fact we are more female than male and on the issue of ethnicity, there was quite a spread. This is obviously a small sample, but despite being generally 'white' the respondents were 13% Black, 13% American Indian, 21% Asian and 21% Latino/a. Hopefully, we can take this as a sign that there are no groups who feel that their answers 'don't matter'.

Again a feature that may be attributable to the fact there were more freshmen in this sample, but 50% of them had decided to be IS majors before arriving at HSU, 20% upon arrival and 30% later. Given our efforts to inform the admissions office about the changes to the program and new marketing materials, hopefully this will be a trend that continues. This prediction could be supported by the fact that 65% got their information about the major from the website or 'other'. When broken down 'other' turns out to be specific people who made an impact on the student often a faculty member, though the YES house is also mentioned. For those who decided once they reached HSU there are a number of sources of information they used, although this remain a question that many students skipped.

Library/Computer Resources, IS Moodle & Majors Meetings
In terms of resources and facilities 100% said they felt they had what they needed. The IS library guide came in for specific mention, both in terms of the media page and the article search page while there were also mentions of the language lab and Rosetta Stone.

The IS Moodle site is also clearly being used and valued by students with 84% finding it helpful, 60% preferring it to a simple ListServ system and 70% using it as a resource either regularly or occasionally.

Nearly 80% say they attended a Majors Meeting and 70% found them helpful, though we may want to think about other types of events as there is interest in social events (70%) and advising events (20%).

Courses

NOTE: you may download this template from the "Document Directory Sources" below

HSU Departmental Diversity & Inclusive Excellence Report for AY 2013-14

Due: January 31, 2014

College:
Department/Program:
Report prepared by:
Report date:

For your program's annual diversity and inclusive excellence review, please comment on the following (please limit your evaluation and commentary to no more than three pages of text, including the template text below). Feel free to reference the multi-year program data provided in the "URL Sources," below, as well as the data on course success (also linked below):

1. **Referencing your Diversity and Inclusive Excellence reports from previous years, what are the areas of disproportional impact that you are currently observing in your program**? (simply write "**YES**" next to the area/s that are relevant to your program):

   ☐ **Program enrollment** (for example, low enrollment of particular groups of students – by race/ethnicity and/or gender – relative to the HSU student population overall)
   ☐ **Course success** (asymmetry in course success across race/ethnicity, in particular in courses that are both required for the major and have high overall low-success rates)
   ☐ **Program retention, graduation, degrees granted** (asymmetry in these areas across race/ethnicity and/or gender)

2. **Briefly summarize the initiatives undertaken by your program <u>in the past year</u> to address the issues described in Point #1, above**. As a point of reference, some examples of ways that HSU programs are addressing these issues include:
   ☐ *course transformation* (in terms of content and/or pedagogy)
   ☐ *broadening curricular offerings* to deepen the diversity of perspectives
   ☐ *augmenting program-level support for students* (in terms of individual and collective advising of students, structured peer support, add'l support for struggling students, and many other means)
   ☐ employing surveys or other means for *gathering student input* on issues of inclusion within the program
   ☐ implementing various methods to *support inclusivity* in the classroom and/or program (from community-building within the major to mechanisms for countering stereotype threat in the classroom)
   ☐ and many, many more…

3. **Summarize the effectiveness and/or results of each of these initiatives in addressing the areas of disproportional impact outlined above**. (Note: if you have not yet evaluated the effectiveness of these initiatives, please outline your plans for doing so.)

4. **Based on this assessment of your department's current work to address areas of disproportional impact – and responding to any feedback on your previous year's report, either from your Dean, the Diversity and Inclusion Office, or an external reviewer – outline the steps you will take as a program <u>in the coming year</u> to continue to address the areas of concern that you have identified.** If, based on this review, your department chooses to completely re-write your working diversity plan, please upload that new plan below (under "Document Directory Sources") and make a note of that change here.

5. **How could the Office of Diversity and Inclusion support your efforts outlined in Point #4, above?**

6. **How *often* have you – as program faculty – collectively discussed the above plan, during the past year?**

Additional resources for your diversity planning process: *While this diversity planning process centers on the importance of each program developing strategies that are responsive to the needs and circumstances of the individual program, **program faculty are encouraged to familiarize themselves with the many initiatives that are being undertaken by programs across the HSU campus** – a summary of which is available <u>here</u> and full versions of which are linked <u>here</u> – **and also to browse HSU's Resources for Inclusive Learning and Teaching site**, available <u>here</u> and linked below.*

If you have any questions as you prepare your diversity and inclusive excellence report, please feel free to contact Radha Webley in the Office of Diversity and Inclusion at 826.4502 or Radha.Webley@humboldt.edu

Course Availability does not seem to be a problem as 50% 'usually' get what they want while 20% always do. No one reported that they 'never' seem to be able to get their classes or even 'serious problems'.

90% of students say they would like the Career workshop to be offered regularly with only 20% preferring their senior year and 42% opting instead for their junior year.

In terms of language, those replying were largely taking Spanish or Chinese and 55% had taken the language before arriving at HSU. 75% did not take any other language and the same number has no plans to double major.

Study Abroad
55% of these students did the full year abroad with nearly 30% doing one semester and only 16% taking up the 10-12 week option. 52% plan (or did) their study abroad in their junior year and 74% felt they had all the information they needed to make their choice.

Outside Activities
IS students are engaged in a huge range of outside activities, from YES house and cause type groups, athletics and RAMP on campus through Greek life and student government. It is a small sample, but it seems difficult to characterize their interests from the information we have.

Career Goals
Perhaps not surprising given the rage of interests, their career goals are also very diverse, although there is an interest in education - either TEFL-esque programs or K-12 - and government work of some kind. Business is not a main interest though 'running' an NGO is.

What you learned/most important experience/Advice to someone coming in
The clearest reply to these open ended questions was to the 'most important experience' with study abroad topping the list. A few mentioned specific skills (mock interviews and policy presentations) or courses (IEW, Model UN) but the value of spending time abroad was the most consistent answer by far.

Their answers to 'What you learned' and 'advice to someone coming in', like last year, were linked in various ways, but the inter-disciplinarity of the program and the breaking down of the processes of globalization seems to be getting through.

'The information I have learned as far as global politics…has been difficult at times to accept, but I'm grateful for the knowledge and perspective'

'Everything on the international level is connects and nothing can be changed independent of other factors'

'The definition of interdisciplinary/international studies as a major. Globalization is hard to truly define, but it's a phenomenon that has been happening for centuries in one form or another'

'Relationships and communication; whether the subject is politics, dance, economics, history, cross-cultural health or ethnobotany, understanding the relationships and communication between people and ideas that gives it all meaning and purpose'.

In terms of their advice to those coming into the major, taking the opportunity to study abroad for a full year was not uncommon while a constant theme was to encourage students to not give up when the material gets them down, but focus on what they can do when they are done.

IS Major Survey Questions May 2013

1. Year you just completed at HSU?
2. Did you start at HSU as a: *First year student/Transfer Student*
3. Race/Ethnicity
4. Gender
5. Parents' Highest Level of Education
6. When did you decide to major in IS?
7. If you decided to major in IS before you arrived, what types of information did you use to make your decision?
8. If you decided to major in IS after you arrived, was there a specific person, course or type of information that helped you decide?
    ==
9. What are one or two of the most important ideas you have learned (so far) in the IS Program?
10. What has been (so far) your most valuable experience in the IS Program?
    ==
11. Do you feel that you have the facilities and access to resources (eg computers, technology, databases, library) necessary for successful completion of requirements for the IS Program?
12. You are automatically enrolled in the IS Major Moodle site for information and updates. Do you find these emails useful?
13. Do you use the Moodle site as a source of information as well as waiting for updates?
14. Would you prefer an IS Listserv - or the Moodle system?
15. Have you attended any major meetings?
16. Did you find them helpful?
17. What other types of events would you find helpful to your experience?
    ==
18. When did you take the core courses (INTL 210 Introduction to International Studies; INTL 310/410 International Political Economy)?
19. How would you describe your ability to get the courses you want/need for your major?
20. If IS offered a regular career workshop would you be interested?
21. If yes, in which year do you think you would most value a career course?
22. Which regionalization/issue concentration is the focus of your IS Major?
    ==
23. Which language have you focused on for your degree?
24. Did you study this language before you enrolled at HSU?
25. Did you study another language while at HSU?
26. Are you planning to take or have you completed a second major while doing the IS Program?
    ==
27. Which study abroad will/did you participate in for your major?
28. How long is the program?
29. In which year did/do you plan to study abroad?
30. Did you have all the information you needed as to which program you went on?
    ==
31. What activities did /are you involved in on campus?
32. What are your present career goals?
33. If you are graduating this year, what advice would you give to someone just entering?

Note: If you would like a specific breakdown of one of these questions I am happy to share that information.

Program Changes and Resource Request
Enter program changes since the last report in the table below.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/31/2014
Assigned User: None

Narrative

Change in:	Reasons*	Resources**
Curriculum	First full year of recently consolidated program and separate Major process underway	Significant progress was made and all indications are that students (and advisers) value clarity - though there are some outstanding issues with students under previous programs getting what they need. It has also already been noted that some changes/tidying up will be required to some of the concentrations to further streamline the program
Faculty and Staff	Successful search for TT faculty for IS - start date Fall 2014	3 people brought to campus and the position offered to the current Program Leader, Dr Alison Holmes, who accepted.
Facilities	Expected shift from WLC to Politics as of Fall 2014	WLC has under gone some change of personnel over the past semester and so, since the announcement of the search, some areas have already been slowly moving across to Politics. No major new resource requirements are anticipated. However, given the fact this office already serves a number of programs and faculty, IS expects it may need a student employee for more routine tasks.
Five-Year Plan	We expect the new TT hire to begin work on a 5year plan for IS as part of the PREP process next year	The current thinking is to work on a 5 year plan, 2-3 year marketing plan and the 5 year diversity plan as part of an integrated process - starting next year.

*List reasons your program was able to make positive changes in these areas.
**List resources and strategies needed for overcoming obstacles related to lack of positive change in these areas.

Using the grid as partially filled in - here are the additions/comments/report for International Studies.

IV.B.

Departmental Activity

The program will provide a summary of activities in the department or program during the academic year and previous summer that are important to realizing its mission and goals, and/or relevant to program planning. The report should include a summary of faculty and student awards and accomplishments, faculty and student scholarship (e.g. exhibits, presentations, publications), grants and contracts, professional events, and community outreach.

Status

☐ Under Development   ☑ In Review   ☐ Published

Due Date: 4/30/2014
Assigned User: None

Narrative

International Studies has filled in the grid as offered by the PREP site, but added an additional narrative attached.

IS is an interdisciplinary Program with faculty across CAHSS (and into CPS) and any report is incomplete without their contributions and achievements. Please see the attached narrative for the full list for the IS committee and their relevant departments for this information. This 'grid' covers only the Program Leader.

Department and Program Activities	How activity supported mission and goals	How activity was relevant to program planning.
Faculty Awards: Holmes: Summer 2013 Fellowship: University of London Institute for the Study of the Americas	An international fellowship ensure faculty remain current not only in the academic realm of international studies, but also the cultural/political/ and social realms overseas	Continued commitment to international travel for research and scholarship
Student Awards: Unknown	It is difficult to track student awards esp as we have so many who get scholarships for study abroad that don't come through HSU. Isn't the university better placed to track this?	n/a
Faculty Scholarship (e.g. exhibits, presentations, publications): Holmes: "John W. Burton's World Society and Communication vs? Adam Watson's International Society and Dialogue: Similarities, Differences and modern diplomacy" Transatlantic Studies Association Conference, Gent, Belgium, 7/2014.	The mission is, and will remain, the support of students in their goal of learning the IS curriculum in a timely way towards productive careers after college. This implies work not only continued work on the curriculum, but other projects that support student success in the classroom and into the future.	Holmes continues to work in the areas of international relations theory and diplomacy - though she has also begun working with staff colleagues in CIP and Career Center on joint projects relevant to IS students, but from a broader perspective
Student Scholarship (e.g. exhibits, presentations, publications): Unknown	See student awards above	n/a
Grants and Contracts: None	n/a	n/a
Professional Events: Holmes: Transatlantic Studies Association: Exec Comm, 2013 - present	Serving on the boards of international journals - like international travel or conferences - ensures a	See above

Holmes: Journal of Liberal History: Editorial Board, 2007 - present	continued innovation and connection to new ideas in the field	
University Community Outreach: -Chair - International Studies Program Advisers Committee -Member - International Advisory Comm -Member - Int'l Program Review Comm -Institute for Student Success Spring 2012 and Institute Presenter Fall 2013	University service ensures an international perspective - as distinct from multi-cultural - is maintained and shared across campus. HSU is committed to creating global citizens and social justice - issues that cannot be done without applying critical thinking skill to the world outside.	Collaboration is key to an interdisciplinary program, on a small university campus, in a rural and relatively isolated campus. Without working alongside any and all of the offices, faculty and staff who support IS students, the program could not achieve its goals.

Sources

- Activity Narrative 2013-2014

📚 Annual Assessment

Title:	Annual Assessment
Description:	
Program:	International Studies
Start:	7/1/2014
Core Competency:	Information Literacy
Student Product Type:	Research papers
Source of Student Products:	INTL 210 and INTL 410
Given the results, what area (one of the five criteria represented as a row on the Information Literacy VALUE Rubric) had the lowest number of successful students?:	Determine the Extent of Information Needed
What plans does the program intend to make to address student preformance in this area?:	As a Program we have concluded that we are now at a good place in terms of the recent consolidation of the major to pursue some of these issues directly. To that end and as a Program, we plan to examine the INTL 'suite' of courses (INTL 210, 220, 410, Capstone) with a view to:
	1. Reviewing research paper instructions for consistency so that at least in INTL students are clear as to what is expected and can more easily see links between their explicitly interdisciplinary courses for the major;
	2. Considering a Programmatic decision as to 'house style' so that all instructors in the Program can guide students along similar lines. The goals of such a system would be to reveal the student's research journey and regular opportunities for them to assess the credibility and particularly the variety of the sources they use;
Given the results, what area (one of the five criteria represented as a row on the Information Literacy VALUE Rubric) had the next lowest number of successful students?:	Evaluate Information and its Sources Critically
What plans does the program intend to make to address student preformance in this area?:	3. Examining one or two assignments (particularly for 210 and 410 – really the core of for these kinds of activities) that would both enable us to track certain issues as well as assist students build their skills eg the Library's Research Quiz;
	4. Agreeing on a shorter 'search and cite' exercise that is repeated in all INTL classes to reinforce their skills and the INTL style.
Information literacy was not assessed this year:	☐
Alternate or Additional Assessment:	
Source of Student Products:	
Student Product Type (Alternate or Additional Assessment):	
Given the results, what 2 areas had the lowest number of successful students?:	
What plans does the program intend to make to address these areas?:	
Attachments:	📄 IS International Studies 2014 Report
	📄 IS International Studies Results
Reviewer's Comments:	
End:	6/30/2015
Results:	Achieved
Responsible Roles:	No Roles Selected

Items Supporting This Information Literacy Assessment

Type	Number	Name	Start Date	End Date	Provider	Progress
Program Student Learning Outcome	SLO 4	critically evaluate regional and global issues	07/01/2013	06/30/2015	International Studies	➔

Last modified 4/30/2015 at 3:33 PM by Alison Holmes
Created 9/26/2014 at 2:14 PM by administrator Account

International Studies Program
Fall 2014 Assessment Report

University Information Literacy has been analyzed together with Program SLO #4:

The ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues

Process and Data

The International Studies Advisers selected Profs Beth Wilson (Economics) Derek Shaw (Politics and IS) and Alison Holmes (IS, Politics and Program Leader) to assess Program SLO #4 in conjunction with the University-wide assessment of Information Literacy.

As an interdisciplinary Program, International Studies has a limited number of INTL listed courses. The advisers therefore decided to use the final research paper from both INTL 210: Introduction to International Studies and INTL 410: Global Issues Analysis for this work in an effort to chart progress over time and through the Major.

Both classes were relatively small in Spring 2013 (210 = 21, 410 = 13) and six papers from each class were chosen using a numbered, alphabetical list and a random number website. Papers were approximately 10 pages long and were intended to be formal research papers.

Given the International Studies SLO #4 combines information literacy with interdisciplinarity,

> The ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues

the advisers also concluded it made sense to add a separate, short rubric geared more specifically towards interdisciplinarity to the exercise - a shortened and revised version of that found on the AAC&U website.

The full Program Committee reviewed the two rubrics at our first annual Retreat (21 August) and found two initial issues - both in relation to the information literacy rubric. The first was that the rubric asked for a four level assessment, despite most recommendations that work be deemed 'above', 'below' or simply 'meets' expectation. We worked with this issue as best we could and determined that we would reserve 'Benchmark - 1' for seriously problematic work. As a result, it is rarely used in our assessments. The second issue was that using only final products, our ability to judge the process of gathering material is difficult if not impossible. We therefore determined that we would effectively combine areas two and three (access the needed information and evaluate information and sources critically) though a similar problem also exists with the final area (ethical and legal use of information). We concluded that correct/consistent use of citations would suffice - though we recognize it is a weak proxy.

For the interdisciplinary rubric, we felt it important to not repeat areas included in information literacy and concentrate instead on the ability to find a variety of material and understanding the need for multiple perspectives. This was reduced to three areas:

1. Be able to develop and articulate an interdisciplinary thesis statement
2. Sources from a variety of disciplines
3. Ability to critically analyze a problem from multiple disciplines and perspectives

Papers anonymized, given short names and circulated to the assessment committee listed above. Each committee member read two papers from both 210 and 410 and met on the 18th September to norm the rubric.

In terms of expectations, students are encouraged to take INTL 210 as soon as they declare the major and, in the case of transfers, often in their first semester at HSU. We therefore would not necessarily expect them to be in the exemplary category but in need of more guidance and practice. INTL 410 students, on the other hand, are often, though not always, juniors and seniors. We therefore would expect a higher standard and ability in these areas and tried to take that into account as to how that was reflected in their work.

We compared our initial results, resolved the ways in which we would deal with the process vs product issues and discussed areas where our result differed.

Derek Shaw, as instructor for both of these courses, and I, as Program Leader, read and rated all of the papers. This might have raised some issues as we would are more likely to recognize a student's work despite the anonymization, but Beth Wilson provided a useful third view and check on four papers in each group. There was a great deal of consensus in the results. Our results were as follows:

University Information Rubric - 210

	Exemplary - 4	Competent - 3	Needs Work - 2	Benchmark - 1
Determine the Extent of Information Needed	3	6	7	0
Access the Needed Information	1	5	9	1
Evaluate Information and its Sources Critically	1	4	10	1
Use Information Effectively to Accomplish a Specific Purpose	2	8	6	0
Access and Use Information Ethically and Legally	2	4	8	2

University Information Rubric – 210 (%)

	Exemplary + Competent (%)	Needs Works + Benchmark (%)
Determine Information	56%	43%
Access Information	37%	62%
Evaluate Info Critically	31%	68%
Information for a Purpose	62%	37%
Information Ethically/Legally	37%	62%

Program's Interdisciplinary Rubric - 210

	Exemplary - 4	Competent - 3	Needs Work - 2	Benchmark - 1
Be able to develop and articulate an interdisciplinary thesis statement	3	9	4	0
Sources from a variety of disciplines	1	7	7	1
Ability to critically analyze a problem from multiple disciplines and perspectives	1	8	7	0

Program's Interdisciplinary Rubric – 210 (%)

	Exemplary + Competent (%)	Needs Work + Benchmark (%)
interdisciplinary thesis statement	68%	25%
Sources from a variety	50%	50%
critically analyze a problem from multiple perspectives	56%	43%

University Information Rubric - 410

	Exemplary - 4	Competent - 3	Needs Work - 2	Benchmark - 1
Determine the Extent of Information Needed	2	8	4	2
Access the Needed Information	3	6	7	0
Evaluate Information and its Sources Critically	4	5	7	0
Use Information Effectively to Accomplish a Specific Purpose	4	6	4	2
Access and Use Information Ethically and Legally	0	12	4	0

University Information Rubric – 410 (%)

	Exemplary + Competent (%)	Needs Works + Benchmark (%)
Determine Information	63%	37%
Access Information	56%	43%
Evaluate Info Critically	56%	43%
Information for a Purpose	62%	37%
Information Ethically/Legally	75%	25%

Program's Interdisciplinary Rubric - 410

	Exemplary - 4	Competent - 3	Needs Work - 2	Benchmark - 1
Be able to develop and articulate an interdisciplinary thesis statement	4	11	1	0
Sources from a variety of disciplines	4	4	8	0
Ability to critically analyze a problem from multiple disciplines and perspectives	3	8	3	2

Program's Interdisciplinary Rubric – 410 (%)

	Exemplary + Competent (%)	Needs Work + Benchmark (%)
interdisciplinary thesis statement	93.7%	6%
Sources from a variety	50%	50%
critically analyze a problem from multiple perspectives	68.7%	32%

Discussion and Steps Forward

In line with our expectations, lower division students have more issues with both information literacy and interdisciplinary research. Interestingly and on balance they are stronger in the area of interdisciplinarity and are offering a good thesis statement, but weak on evaluating those sources and are not citing them well and consistently.

Upper division students are stronger in both areas, although it is striking that they seem to have made little progress in terms of finding a variety of sources.

As a Program we have concluded that we are now at a good place in terms of the recent consolidation of the major to pursue some of these issues directly. To that end and as a Program, we plan to examine the INTL 'suite' of courses (INTL 210, 220, 410, Capstone) with a view to:

1. Reviewing research paper instructions for consistency so that at least in INTL students are clear as to what is expected and can more easily see links between their explicitly interdisciplinary courses for the major;

2. Considering a Programmatic decision as to 'house style' so that all instructors in the Program can guide students along similar lines. The goals of such a system would be to reveal the student's research journey and regular opportunities for them to assess the credibility and particularly the variety of the sources they use;

3. Examining one or two assignments (particularly for 210 and 410 – really the core of for these kinds of activities) that would both enable us to track certain issues as well as assist students build their skills eg the Library's Research Quiz;

4. Agreeing on a shorter 'search and cite' exercise that is repeated in all INTL classes to reinforce their skills and the INTL style.

arh 10.25.14

Information Literacy Assessment Results

Program: Source: Type: Total Evaluated:

Interdisciplinary Studies: INTL 210, INTL Research

International Studies BA 410   papers   12

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Total Not meeting benckmark 0
The product shows that the student can determine the extent of information needed	5	14	11	2	0
The product shows that the student can access the needed information	4	11	16	1	0
The product shows that the student can evaluate information and its sources critically	5	9	17	1	0
The product shows that the student can use information effectively to accomplish a specific purpose	6	14	10	2	0
The product shows that the student can access and use information ethically and legally	2	16	12	2	0

Title: Enrollment / Diversity and Inclusive Excellence Report
Program: International Studies
Start: 7/1/2014

Please focus on the annual data over the last 5 years when you summarize the trend for enrollment and graduation.:	Traditionally, International Studies has been a largely female non URM Program. More recently, while our overall numbers have been fairly steady over the past 5 years in terms of majors, we have seen some change in those two specific demographics. Particularly since AY11/12 we have been tracking up in terms of URM – with close to a doubling of URM students (12.2% to 22.9%) and males (19.5 to 42.9%) in this past year. We now more closely resemble levels at the College level. It should also be noted, and in line with previous reports, that IS continues to be much higher in terms of 'not known' – over twice that of the College.
	The IS faculty are also increasingly concerned about two further points that, while not specifically related to the International Studies Program do affect the wider internationalization of the campus and could potentially be key parts of a wider campus mission in this area:
	1. International students are, apparently, not well tracked in the system and we therefore have little information as to how well they are doing at HSU. By marking them only as 'foreign' or 'international' but not tracking them in terms of success we are missing information that becomes only more important as we move forward on plans to increase the number of four year matriculating international students.
	2. We also do not track students who study abroad in terms of their progress before and after their experience away from Humboldt. As study abroad is a widely acclaimed high impact practice (and we are one of the only CSUs to require this as part of the major) it would seem valuable to understand if that finding holds at this campus and if there is a differential in terms of URM participation and performance in this area.
Please focus on the annual data over the last 3 years when you summarize the trend for non-success rates for the 3-5 courses in your program with the highest non-success rates. :	As an interdisciplinary program, we focus on courses listed under INTL as those are the courses we could have a direct impact on – while not ignoring other classes our students are required to take. On that basis there are no INTL courses currently considered to be an issue and the other courses in our core ECON 305/306 and PSCI 240 are also not on this list.
Based on summaries above, which area presents the greatest challenge for overall program effectiveness?:	Enrollment
Describe why this area was identified as a challenge for overall program effectiveness.:	This area is listed as it has been the area in most need of improvement as we seek to better reflect the community and invite/broaden our appeal to as many groups as possible because their participation in the Program strengthens our curriculum.
	While the numbers seem to be improving that this point, we are conscious that with such a relatively small base for these assessments, we will continue to work on this area for the foreseeable future.
What was done to address this challenge over the last year?:	**As per our plans for the past two years we have continued to work on recruitment and enrollment in the short/medium and long term.**
	Short Term Activities
	Admissions Team. IS has had various discussions with the new professional advising staff in terms of ensuring that various aspects of the IS Program are highlighted to undeclared Freshmen, but also with a view to recruiting as broad a range of students as possible.
	Campus Outreach. IS hosted two events at International Education Week the 'brown bag' on international issues here at HSU together with CIP as well as a session 'So you want to Major in International Studies'. The first had about 20 students while the second about a dozen.
	IS also tabled during IEW and during the AS College night and the Program Leader was invited to participate at the RAMP 'speed date' night.
	This semester we plan to investigate ways to use other events such as the Multi-cultural Festival.

Annual Student Survey. IS has now established its annual student survey as well as the alumni survey (summary attached).

Website. We have continued to work on our website and other marketing material such as our display case etc to ensure they reflect the diversity of the Program and of our student body.

Medium Term Activities

INTL 100: Critical Thinking - Globalization. IS will teach this course for the first time next Fall and we hope that it will draw a broad range of students to the major in the future. We are heartened by the fact that there already seems to be interest in the course from various offices and advising staff on campus.

Capstone Journal. IS has now created its online capstone journal and students also created a more informal webzine as part of that process. This semester we will be working to attract non-capstone/major students to participate in both of these initiatives.

Study Abroad. Initiatives such as the International Education Week Survey (conducted by IS in conjunction with the CIP) continue to identify funding as a barrier to study abroad. We have now set up a fund called the 'HSU Global Ambassadors' fund in the hope we can begin to raise funds for students struggling to support this part of the Program – often URM/first Generation etc students. It may not begin to distribute funds until next year, but we continue to work on this area.

Longer Term Activities

International Studies will endeavor to produce a 'Diversity Plan' for the Program over the course of this academic year with a view to completing it AY 15/16 as well as apply for a diversity grant to enable us to work on embedding diversity in our core courses.

Where will your program focus efforts to improve in this area, specific to overall program effectiveness?: Describe what you will do for each focus.:

Recruitment Strategies, Curriculum Reform/Changes, Student Success Support Services (Supplemental Instruction, Learning Center, Tutoring), Advising Practices, Community Building Efforts

Recruitment Strategies

We will continue to build on the work listed above.

Curriculum Reform/Changes

We have plans to consider our core/INTL course content and will consider diversity as part of that process through a diversity faculty grant if possible.

Student Success Support Services (SI, Learning Center, Tutoring)

As have applied for and received MSF money designed for student mentoring. We will be working on how this enables us to do more in this area.

Advising Practices

We are working to ensure consistency of advising through a number of means – eg working with the new professional advisers, including IS in Phase Two of the roll out of this program, considering the system of advising for upper classmen in light of these changes.

Community Building

We will endeavor to host at least one student event NOT designed with advising in mind – while we will continue to have Major Meetings every semester. We are also working on social media initiatives such as Facebook and LinkedIn for both existing students and alums.

Please focus on the annual data over the last 5 years when you summarize the

See above answer

trend for enrollment and graduation, disaggregated by ethnicity and gender.:

Please focus on the annual data over the last 3 years when you summarize the trend for non-success rates for the 3-5 courses in your program with the highest non-success rates, disaggregated by ethnicity and gender.: See above answer as INTL has not courses considered as having a high non success or differential success rate.

Based on summaries above, which area presents the greatest challenge for diversity and inclusive excellence within your program?: Enrollment

Describe why this area was identified as a challenge.: See above answer

What was done to address this challenge over the past year?: See above

Where will your program focus efforts to improve in this area specific to diversity and inclusive excellence?: Curriculum Reform/Changes

Explain what you will do for each focus selected above.: The IS faculty are supporting my bid for a Faculty diversity so that I can try and work on embedding diversity in the international context.

Attachments:

End: 6/30/2015

Progress: Achieved

Responsible Roles: No Roles Selected

Last modified 2/25/2015 at 6:43 PM by Alison Holmes
Created 12/18/2014 at 2:56 PM by administrator Account

Pro Program Changes and Resource Request

Title:	Program Changes and Resource Request
Program:	International Studies
Start:	7/1/2014
Curriculum: Changes/Goals:	The International Studies Program underwent significant change/consolidation in AY 2013-14 and we are now working our way through the implications of those changes. Following that significant curricular change, we also added Model UN, International Education Week and the 1 Unit Career workshop (which was also given an official course number as we had been running it as special topics but had come to the end of that possibility) to a number of options. Now in the second year of our changes we can see that at least one of our new concentrations will need more course options given rotation etc and that we should probably take the opportunity to reevaluate all our other course options at that time. This will be a priority for next year. We were also hoping to take up the recommendation from ODI two years ago that we not only work on only our recruitment of URMs to the major, but that we 'embed' diversity what is an already relatively diverse program in terms of content. A Diversity grant to work on INTL 210 and 410 but also 200 to create stronger links between core courses and more overt scaffolding in terms of content and learning outcomes and career planning was applied for, but turned down. It remains undecided at this point how we move forward on that task.
Curriculum: Next Steps:	As indicated above, we were hoping for time to work on the connections and scaffolding particularly between our INTL courses, but that was not awarded. We are investigating other ways to undertake that work. In other 'next steps' the INTL 100 Critical thinking class, which will be taught for the first time next Fall, has been given an Intensive Course training program and so we are looking forward to the results of that work this summer and to having a non-major/gateway/recruitment course in the stable of INTL offerings. We are hoping this will also help to broaden our recruitment and increase our number of majors (we have been holding relatively steady, despite the fact that the consolidation also meant an increase in our unit count and other requirements producing a decrease in our number of transfers - we anticipated this and it was one of the reasons in our thinking about this INTL 100 class). We are also considering making INTL 210 a DCG course so as to broaden its appeal (and help our students meet more than one requirement with the class) but that is also undecided at this point.
Curriculum: Resources:	We are keenly aware that we have INTL students for a relatively small number of classes where we can control the content or ensure delivery of aspects of our learning outcomes. We are determined to continue to pursue this issue and would have appreciated the opportunity to do this in a consistent and considered way with the support of the grant, but there are not enough hours to take on something that requires research/coordination and consultation across an entire Program without at least some support.
Tenure-line Faculty::	This is our first year with a tenure line faculty member. We are also hopeful that the new interdisciplinary hire will be part of our advising committee and we continue to challenge our thinking as to how/why/who is on that advising committee.
Temporary Faculty::	We have had one lecturer for some time but that may change as INTL 220 becomes a course that needs help given faculty rotations/sabbaticals etc. We expect the same may be true of INTL 100 in the future. We are also aware that we need to ensure consistency in our thinking as to what needs to be included in each of the core INTL classes and that this is conveyed to our lecturers.
Staff::	This has been our first year as an official part of the Politics/History 'franchise' and it seems to be working well. Both Peggy and Linda are beyond skilled at their jobs and while we tried the option of a work study student (and will want to continue that in the future) the specific student we had this year has not been ideal in terms of getting as much work done as we had hoped.
Faculty and Staff: Next Steps:	We anticipate no big changes - we may be looking for an additional lecturer for INTL 220 and a different work study student but generally we are staffed appropriately.
Faculty and Staff: Resources:	None for faculty though we expect the cost of study abroad to becoming an increasing problem and hope that the university will contribute/support a fund that will enable more students to afford study abroad.
Facilities: Improvements and Maintenance:	None at this time.
Facilities: Equipment:	None at this time.
Facilities: Next Steps:	None at this time.
Facilities: Resources:	Again the main financial goal is the Global Ambassadors Fund whereby both IS students and HSU students generally can take advantage of this opportunity.
Describe the progress made toward the five-year plan.:	IS currently has no official five year plan. It is on our list of activities for the next 1-2 years.
Program Changes and Resource Request Sources:	
End:	6/30/2015
Progress:	Achieved

Responsible Roles: No Roles Selected

Annual Department Activity

Title:	Annual Department Activity
Program:	Politics
Start:	7/1/2014
Faculty Awards:	
Student Awards:	
Faculty Scholarship:	
Student Scholarship:	
Grants and Contracts:	
Professional Events:	
Community Outreach:	
Significant Highlights:	
Attachments:	
End:	6/30/2015
Progress:	

Responsible Roles: No Roles Selected

Oral Communication Sp 2015

Name:	Oral Communication Sp 2015
Program :	International Studies
Start:	7/1/2015
Program SLO:	SLO #5: Proficiency in formal written and oral communication
Assessment Method:	Oral Communication VALUE rubric
Number of students evaluated:	4
Course catalog number:	INTL 490 Capstone
Student product type:	video-recorded presentations
Students' levels of performance (lowest success)):	Central Message
Student's levels of performance (2nd lowest success):	Organization
Does the program currently provide instruction on oral communication, other than that provided in COMM 100?:	no
What steps will you take to improve student performance in these areas?:	We feel confident that the international studies program does a reasonable job at providing opportunities for students to develop their oral presentations skills as demonstrated by the fact that having analyzed not only the Capstone class (given its small size) but the INTL 210 introductory course as well that none of the students in either class were deemed to be benchmark ie both groups were performing at or above the levels expected of them in class assignment assessed.
What type of consultation does the department need to help facilitate this change?:	
Collaborative review process:	
Attachments:	INTL Oral Assessment Report 2011
	INTL Oral Assessment Report 2015
	INTL Oral Assessment Worksheets 210 and Capstone 2015
Reviewer's Comments:	
End:	6/30/2016
Review complete:	
Responsible Roles:	No Roles Selected

International Studies Program
Fall 2015 Assessment Report on Oral Communication

For the purposes of this report **Oral Communication**, understood as: "prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitude, values, beliefs or behaviors", has been analyzed as the **International Studies Program SLOs: #5:** 'Proficiency in formal written and oral communication'.

Background
The International Studies Program assessed oral communication as recently as 2011, including both INTL 210 and INTL 310. This previous assessment looked at taped group presentations from both INTL 210 (Intro to International Studies) and INTL 310 (as it was at the time Global Issue Analysis). These were reviewed by Beth Wilson as chair of the assessment committee and an instructor of INTL 310, Alison Holmes and Radha Webley as instructors for INTL 210 and INTL 310 respectively.

The full report is attached as an appendix but in short, the report concluded two things. First that the biggest problem areas were "delivery," "content," and "supporting materials". Second that the goal would be to clarify expectations on assignments and allow for more opportunities for students to make formal presentations.

Process and Data for 2015
Since the last report, a Capstone has been added to the major so it was agreed by the committee and it would be useful to make the same longitudinal observations by assessing INTL 210 and INTL 490 Capstone (instead of what has now become INTL 410).

The committee was made up of Alison Holmes (IS Program Leader), Suzanne Pasztor (History and International Studies adviser), and Beth Wilson (Economics and International Studies adviser) who viewed tapes of group presentations from INTL 210 and individual presentations from INTL 490 Capstone. Both classes were relatively small in Spring 2015 with a total of 17 students in INTL 210 and 10 students in INTL 490. The committee viewed 7 from the first and 4 from the second.

Overall Findings
Generally the committee found that the students in both classes, while not exemplary are certainly proficient in oral communication (as interpreted as a majority in the 4 and 3 categories).

We feel reasonably confident that the international studies program does an adequate job at providing opportunities for students to develop their oral presentations skills over the course of the program as demonstrated by the fact that, having analyzed not only the Capstone class, but the INTL 210 introductory course as well, that none of the students in either class were deemed to be benchmark ie both groups were performing at or above the levels expected of them in class assignment assessed.

Assessment charts attached.

arh 16 Oct 2015

INTL 210 Intro to International Studies					
Person 1		**Exemplary - 4**	**Competent - 3**	**Needs Work - 2**	**Benchmark - 1**
	Organization	3			
	Language	3			
	Delivery	1	3		
	Supporting Material	3			
	Central Message	3			
Person 2		**Exemplary - 4**	**Competent - 3**	**Needs Work - 2**	**Benchmark - 1**
	Organization		3		
	Language		1	2	
	Delivery		3		
	Supporting Material	1	2		
	Central Message			3	
Person 1		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization		3		
	Language		3		
	Delivery		1	2	
	Supporting Material		3		
	Central Message		3		
Person 2		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization		3		
	Language		1	2	
	Delivery		3		
	Supporting Material	1	2		
	Central Message			3	
Person 3		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization		3		
	Language		3		
	Delivery			3	
	Supporting Material		1	2	
	Central Message		3		
Person 4		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization		3		
	Language		3		
	Delivery		3		
	Supporting Material		1	2	
	Central Message		1	2	
Person 5		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization	3			
	Language	2	1		
	Delivery	1	2		
	Supporting Material	2	1		
	Central Message	3			
Person 6		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization	3			
	Language	2	1		
		Exemplary - 4	**Competent - 3**	**Needs Work - 2**	**Benchmark - 1**

		Capstone - 4	Milestones Com	Milestones Needs	Benchmark - 1
	Delivery	1	2		
	Supporting Material		3		
	Central Message	3			
Person 7		Capstone - 4	Milestones Com	Milestones Needs	Benchmark - 1
	Organization	2	1		
	Language	2	1		
	Delivery	2	1		
	Supporting Material		3		
	Central Message	3			

INTL 490 Capstone Oral Assessment 2					
Person 1		Capstone - 4	Milestones Com	Milestones Needs	Benchmark - 1
	Organization	2	1		
	Language		3		
	Delivery	3			
	Supporting Material	1	2		
	Central Message	1	2		
Person 2		Capstone - 4	Milestones Com	Milestones Needs	Benchmark - 1
	Organization		2	1	
	Language		2	1	
	Delivery		3		
	Supporting Material		3		
	Central Message		1	2	
Person 3		Capstone - 4	Milestones Com	Milestones Needs	Benchmark - 1
	Organization		3		
	Language	1	2		
	Delivery		3		
	Supporting Material	3			
	Central Message	3			
Person 4		Capstone - 4	Milestones Com	Milestones Needs	Benchmark - 1
	Organization	2	1		
	Language		3		
	Delivery		3		
	Supporting Material	1	2		
	Central Message	1	2		

Title: Enrollment / Diversity and Inclusive Excellence Report Sp 2016
Program: International Studies
Start: 7/1/2015

Please focus on the annual data over the last 5 years when you summarize the trend for enrollment and graduation.:	Like most programs in the CAHSS, International Studies major totals have been on a slow decline. This clearly has an impact on our overall numbers and tracking and more specifically, the decline seems to have reinforced our previous trends of being a relatively female/non URM major. Interestingly, and in light of our goals for targeting enrollment, there has been a shift in terms our participation by class (Freshmen are up) and our diversity in the broadest sense has spread ie Hispanic/Latino has gone down very slightly but other groups such as African American, Asian American and Two or more have gone up (though one must always bear in mind the tiny 'n'. The number of First Gen students (presumably no unrelated to the higher number of Freshmen given the higher rate of First Gen students in this cohort) has also gone up. IS Faculty remain concerned that we do not track international students well/at all and even more concerned that study abroad, as a recognized High Impact Practice, are not regularly tracked and reported. It is our hope that, given study abroad is required in this major, that we are able to contribute to the overall goal of supporting URM students in pursuit of study abroad and can attract them to the Program on that basis.
Please focus on the annual data over the last 3 years when you summarize the trend for non-success rates for the 3-5 courses in your program with the highest non-success rates. :	No INTL courses are currently deemed to be a bottleneck nor is there any indication of a differential success rate for any group of students in those courses. Nor are other courses that are listed in the INTL core eg ECON 305/306 or PSCI 240.
Based on summaries above, which area presents the greatest challenge for overall program effectiveness?:	Enrollment
Describe why this area was identified as a challenge for overall program effectiveness.:	As consistently indicated, International Studies seems to have relatively few issues in terms of retention, success rates or graduation. However, there is always room for improvement and certainly attracting a diversity of students to the program has been and remains high on our list of priorities. This has involved not only curricular issues such as the continuing revision and evolution of the relatively new Capstone course and the addition of more practical career and leadership mentorship, but working in areas well outside the program in the areas of financial aid and study abroad so as to ensure that core components of the program are not hindering students of any kind from considering the major. For example, there is a general concern that study abroad is expensive and only for 'rich white kids' – dispelling this kind of misinformation is important in terms of hoping to continue to recruit a wider range of students.
What was done to address this challenge over the last year?:	**As per our plans for the past two years we have continued to work on recruitment and enrollment in the short/medium and long term.** **Advising.** IS has had various discussions with the new professional advising staff in terms of ensuring that various aspects of the IS Program are highlighted to undeclared Freshmen, but also with a view to recruiting as broad a range of students as possible. **Campus Outreach.** IS hosted a 'brown bag' event at International Education Week on international issues here at HSU as well as tabling for the major alongside the study abroad office as we find that students interested in studying abroad are unaware that there is a major that requires this feature. . **INTL 100: Critical Thinking - Globalization.** IS has now created a critical thinking class that will hopefully make students aware of the IS program and – at the very least – encourage global thinking and global citizenship in support of the university's goals. In the semester following the class, an email was sent to undeclared students who did well in the class encouraging them to think about IS as a potential major. The number of students in this category was not high, but two students did follow up on the invitation.
Where will your program focus efforts to improve in this area, specific to overall program effectiveness?:	Recruitment Strategies, Curriculum Reform/Changes, Advising Practices, Community Building Efforts
Describe what you will do for each focus.:	**Recruitment Strategies** We will continue to build on the work listed above. **Curriculum Reform/Changes** We have plans to consider our core/INTL course content and will be putting in paperwork to improve both INTL 210 and INTL 410 in ways we hope will consolidate our current work in the areas of career and leadership. **Advising Practices** IS had a RAMP mentor staff member working as a 'triage' officer to the Program Leader. This seemed to help at least some students stay on track as the RAMP mentor (also an IS major) reminded and chased students about due dates, resources and opportunities.. **Community Building**

We will endeavor to host at least one student event NOT designed with advising in mind – while we will continue to have Major Meetings every semester. We are also working on social media initiatives such as Facebook and LinkedIn for both existing students and alums

Please focus on the annual data over the last 5 years when you summarize the trend for enrollment and graduation, disaggregated by ethnicity and gender.:	See above answer.
Please focus on the annual data over the last 3 years when you summarize the trend for non-success rates for the 3-5 courses in your program with the highest non-success rates, disaggregated by ethnicity and gender.:	See above answer as INTL has no courses considered as having a high non-success rate.
Based on summaries above, which area presents the greatest challenge for diversity and inclusive excellence within your program?:	Enrollment
Describe why this area was identified as a challenge.:	See above
What was done to address this challenge over the past year?:	See above
Where will your program focus efforts to improve in this area specific to diversity and inclusive excellence?:	
Explain what you will do for each focus selected above.:	See above - our overall plans are identical to our specific plans as we are small enough that the plans for the whole group are the same as improving the experience of different groups.
Attachments:	
End:	6/30/2016
Progress:	
Responsible Roles:	No Roles Selected

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Prc Program Changes and Resource Request

Title: Program Changes and Resource Request
Program: International Studies
Start: 7/1/2015

Curriculum: Changes/Goals:

In this academic year 2015-16, INTL is in the process of making some curricular changes to the program that, we believe, will enhance our ability to scaffolding across our own courses and delivery our student outcomes. Namely, we are adding 1 unit to both INTL 210 and INTL 410, reducing the Concentrations to 12 units and adding INTL 320 Career workshop and INTL 387 International Education Week and adding a Geography alternative to PSCI 240 to the core

Curriculum: Next Steps: The Program Change and consequent Course Change paperwork has been submitted under the priority deadline so there are no further steps unless the ICC comes back with questions etc. There are no changes planned for next year.

Curriculum: Resources: In terms of resources INTL remains an efficient and relatively inexpensive program. With one tenure line faculty member and an active and supportive advising committee we use spaces in classes that might not otherwise fill and support the viability of the language programs.

We have collaborated with the Geography and Anthropology departments in what we hope will be a long term teaching rotation for the INTL 220 class (offered only in the Fall but will now run two years with one faculty member and two years with the other). Our goal would be to have a similar tenure track rotation for INTL 410 in the future to ensure consistency and build links with other departments.

Tenure-line Faculty::

There have been no changes in INTL tenure line faculty this year – and in other faculty only the agreement with Geography and Anthropology listed above.

There will be a hire in Political Science in the area of Global Politics and we are hopeful this may resolve/support INTL as well.

Temporary Faculty:: There have been no changes in temporary faculty. We have been primarily using a single lecturer for INTL 410 and we have welcomed another temporary faculty member to INTL 210, although this is a one semester appointment that was effectively to cover the Program Leader's new faculty course release.

Staff:: There have been no permanent staff changes though we have hired a work study student as a complement to the shared office support system. This has worked relatively well and will be continued.

We also hired a RAMP mentor (who was also an INTL major) to help 'triage' advising. This worked relatively well and we are waiting to see how the college decides to proceed (or not) with a wider program rather than using MSF money.

Faculty and Staff: Next Steps: See comment on PSCI hire above. Not directly in our domain, but relevant.

Faculty and Staff: Resources: See comments re: peer mentoring/staff/ and MSF money.

Facilities: Improvements and Maintenance: n/a

Facilities: Equipment: n/a

Facilities: Next Steps: n/a

Facilities: Resources: n/a

Describe the progress made toward the five-year plan.: International Studies does not have a formal 'Five year plan'. Our first formal five year review is scheduled for 2017-2018 and we expect that to be the point at which we combine our existing materials (eg various reports, five year marketing plan, curricular changes and consolidation etc) to be put together in a single place with a view to assessing the future direction of the Program.

Program Changes and Resource Request Sources:

End: 6/30/2016
Progress: Achieved

Responsible Roles: No Roles Selected

Annual Department Activity

Title:	Annual Department Activity
Program:	Politics
Start:	7/1/2015
Faculty Awards:	
Student Awards:	
Faculty Scholarship:	
Student Scholarship:	
Grants and Contracts:	
Professional Events:	
Community Outreach:	
Significant Highlights:	
Attachments:	
End:	6/30/2016
Progress:	

Responsible Roles: No Roles Selected

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