



**PROGRAM REVIEW
SELF STUDY
2020**

B.A. IN GLOBAL STUDIES

DEPT. OF GEOGRAPHY, ENVIRONMENT & PLANNING

SCHOOL OF SOCIAL SCIENCES

Concentrations:
Development
Area Studies through Study Abroad

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I. Program Context

a) Program Mission and Distinctiveness

GLBL Mission: To produce undergraduates who have a holistic understanding of social problems throughout the world, and the skills necessary to work effectively in a global or multicultural context.

The Global Studies Program is distinct from other majors at SSU in several ways:

1. It is one of the few inter-disciplinary programs on campus. It taps into faculty expertise and a wide range of courses across the Schools of Social Sciences and Arts & Humanities. Students examine social issues through a variety of analytical lenses and ultimately develop a holistic understanding the world.
2. It approaches social issues and problems from a global perspective. The program emphasizes how: a) regions are politically, economically and socially interconnected; b) how social problems traverse national borders; and c) how people throughout the world share similar aspirations.
3. It is designed to facilitate a study-abroad experience. ***In the last 10 years over 50% of Global Studies majors have studied abroad (Figure 1).***

Figure 1. Where GBL students have studied abroad (since 2008)



4. Students achieve intermediate-level proficiency in a language other than English, and gain practical experience using that second language in a cross-cultural setting.
5. Students participate in a voluntary service activity (i.e., an internship) in which they a) engage with a global social problem; b) interact directly with the people being served; c) explore career options; and d) use their second language. Students pursuing international careers are encouraged to participate in an internship abroad. Over the last 10 years, nearly 60% of GBL majors have done so (**Figure 2**).

Figure 2. Where GBL students have participated in international internships (since 2008)



In the last 15 years, *over 80% of majors had at least one profound, international, cross-cultural experience.*

b) Program Goals

GLBL has three overarching goals:

Highlight 1. GBL Program Goals

1. Students develop a holistic, multi-faceted understanding of the world and learn how to examine and explain global issues/problems from several analytical viewpoints.
2. Students have a profound cross-cultural experience that deepens their understanding of others, strengthens their communication skills, and increases their confidence in living and working in a cross-cultural context.
3. Students are prepared to pursue their career aspirations

c) Role of Global Studies in the educational mission of the campus

Global Studies supports all four Strategic Priorities of the University. Here, we highlight how the major enhances Priorities 2-4.

Priority #2. Academic Excellence and Innovation: Educating beyond classroom walls and across disciplines.

Global Studies:

- Encourages an immersive learning experience through study abroad
- Facilitates practical applications of academic knowledge through an internship.
- Bridges departments and schools within its inherently interdisciplinary curriculum

Priority #3. Leadership Cultivation: build a better society both locally and globally

Global Studies:

- Requires students to participate in an internship, typically working for a local or international agency that addresses a global social problem.
- Ensures that students develop leadership skills during the internship by requiring students to identify some way in which they can make an improvement to the agency and follow through

Priority #4. Transformative Impact: practice civic engagement, collaboration, communication, critical thinking, cultural competence, empathy, and problem-solving.

Global Studies:

- Empowers students to help make the world a better place by establishing a deep understanding of economic, political and social development.
- Advances collaborative and problem-solving skills during its capstone project. Students learn to listen, manage tasks, communicate within a group, and ultimately produce a shared final product.
- Strengthens students' communication skills through its language-proficiency requirement and through the writing and oral presentation requirements embedded within the curriculum.
- Develops civic engagement, cultural competence and empathy through its globally-oriented courses and through the cross-cultural study abroad and/or internship experiences.

d) How the Global Studies Major serves regional and state needs.

Global Studies prepares students to work in a multi-cultural context, whether state-side or abroad. Those pursuing international careers may look for jobs in the fields of:

- Civil or Public Service / Foreign Service / Diplomacy / Consular-embassy assistant
- Development and humanitarian aid with govnt & NGOs (e.g. USAID, Peace Corps, Red Cross)
- International Business / Human Resources
- National or Global Security / Intelligence

Those pursuing local- and regionally-based careers qualify for entry-level positions in a wide range of fields, including.

- Civil or Public Service in local and regional governments
- Social development with community and regional NGOs
- Legal aid for immigrants and refugees
- Business / Human Resources
- Tourism
- Education and youth development

Table 1 illustrates local and regional job availability in a few of those categories:

Job field/title	Jobs in California	Jobs in 100 mi radius of SSU
Legal Assistant	3,400	1,200
Community Development	2,800	1,200
Social worker	4,200	1,500
Community Engagement	2,700	1,200
Education	21,500	9,000
Tourism	1,000	360

Source: Glassdoor.com; Includes all advertised jobs, not just entry-level positions

II. Program History and Achievements since Previous Review

a) Overview / history of the program within SSU

The Global Studies major began in 1997 as a “provisional” Interdisciplinary Special Major. It was created by a team of faculty within the Schools of Social Sciences and Art and Humanities (led by Drs. Philip Beard, Sterling Bennett and Tony White). Their mission was to develop an interdisciplinary B.A. program that would: 1) develop Area Studies; 2) support global, cross-cultural perspectives on major social issues facing the U.S. and global society more broadly; and 3) use existing SSU resources;

In 2000, SSU adopted the major permanently as a “Faculty-Initiated Special Major,” housed in the Department of Modern Languages and Literatures. The Provost’s Office covered the cost the program coordinator at 4 WTU per year. A few years later, Arts and Humanities took on that cost. In 2005, Social Sciences took it over and it became part of the Department of Geography and Global Studies.

In 2017, the Department of Geography and Global Studies merged with the Department of Environmental Studies and Planning (ENSP) to become the Department of Geography, Environment and Planning (GEP). Global Studies is now housed in (and governed by) GEP.

b) Results of Previous Program Review

In F08/S09, the program produced a Self Study, External Review, and MOU (**Highlight 2**).

Highlight 2. Program Review MOU (2008)

SECTION 1: Commendations

- The major is typical of interdisciplinary Global Studies programs throughout the nation
- Many students study abroad, gaining an invaluable experience
- The major is growing
- The Steering Committee is well-represented and functions well

SECTION 2: Concerns

- Learning objectives are too vague, not well aligned with program, and difficult to assess
- The major’s foundational requirement, GLBL200, is not a good fit in GE Area A1
- Business classes are difficult to enroll in because that college gives preference to its majors
- The quality of the Senior Capstone Thesis does not always meet expectations
- The support of the Coordinator position at 4 units per year is essential and must be maintained
- All GLBL courses are taught by a long-term lecturer, including the capstone senior thesis
- The small number of languages taught at SSU do not fully support GLBL needs

SECTION 3: Action Plan

Actions that can be taken utilizing existing resources:

1. Write new learning objectives for the major
2. Revamp the GLBL200 course and reposition it within the GE curriculum
3. Improve procedures for enrolling GLBL students in Business classes
4. Strengthen the structure and function of the Senior Capstone Course
5. Strengthen the assessment of the GLBL curriculum
6. Maintain broad representation of faculty on the Steering Committee

Actions that can be taken utilizing resources within the School:

7. Continue support for the GLBL Coordinator

Actions that can be taken only with resources identified outside the School:

8. Leverage the needs from both Geography and Global Studies to lobby for a new hire
9. Add an Asian language within the Modern Languages Dept to bolster students' options
10. Revive the Global and International Education Committee and link it to a top administrator

c) Program Responses: / Actions taken (or not taken) in response to the Program Review:

We have taken (or continue to take) the following actions:

1. Produced new PLOs
2. Revamped the foundational GLBL 200 course and later deleted it (details below).
3. Established interdepartmental protocols with Business, Sociology and Political Science to ensure that GLBL students can enroll in their courses more easily.
4. Revamped the Senior Capstone Thesis Course (details below).
5. Added an e-portfolio requirement to the major. Revamped the Senior Exit Survey.
6. Did not expand (but instead disbanded) the Steering Committee (details below).
7. The School of Social Sciences continues to support the GLBL coordinator at 4 units per year.
8. The Department of Geography did not pursue a new hire in Global Studies. Instead, it chose to merge with ENSP and pursue hires in alliance with that academic reorganization.
9. The University has not expanded its language program, so options remain limited to Spanish, French and German. Students who wish to develop intermediate-level proficiency in a different language must look elsewhere (e.g. Russian at SF State) or study abroad.
10. The University has not revived the Global and International Education Committee.

d) Changes to the major since the last program review; impact of those changes.

The major has changed several times in the last 10 years. **Figure 3** aggregates and summarizes those changes into two overall phases (with the most important changes highlighted in purple (deleted) and red (added)).

1. Phase 1 changes [2009 - 2015]:

i). Deleted the Introduction to Global Issues course (GLBL 200).

The Previous Program Review's MOU reports the decision to revamp and reposition GLBL 200 in the GE Curriculum (**Highlight 2: Action #2**). As part of GE A1, GEP 200 focused on oral and written communication skills. It did not delve into global issues with adequate depth.

Immediately following the last Program Review, we deleted GLBL 200 and created GLBL 300: Global Social Issues. We put that new course in GE D1. That category addresses the relationship between individuals and society. The new course was able to tackle issues more deeply.

Nevertheless, when the course instructor retired, we deleted GEP 300 and shifted the teaching resources (WTU) into the senior capstone. We made that decision because other courses in the curriculum (in Geography, Anthropology, Political Science, Women and Gender Studies, and others) cover global social issues quite deeply. As well, as explained next, the WTU resources were needed for the capstone. Nevertheless, the decision to delete GEP 300 left a hole in the curriculum, which we discuss further below in the Curriculum Section.

Figure 3. Summary of changes to the major between 2008 and 2020

CATALOG 2008/9	CATALOG 2014/15	CATALOG 2020/21
I. FOUNDATION	I. FOUNDATION	I. FOUNDATION
1. Language (intermediate proficiency)	1. Language (intermediate proficiency)	1. Language (intermediate proficiency)
2. Culture	2. Culture	2. Culture
ANTH 203: Cultural Anthropology 3	ANTH 203: Cultural Anthropology 3	ANTH 203: Cultural Anthropology 3
GEOG 203: Cultural Geography 3	GEOG 203: Human Geography 3	GEP 203: Human Geography 3
3. Global Environment	3. Global Environment	3. Global Environment
ENSP 200: Global Environmental Issues 3	ENSP 200: Global Environmental Issues 3	GEP 201: Global Environments 3
GEOG 204: Physical Geography 3	GEOG 201: Physical Geography 3	GEP 206: Society, Environment & Dvlpmnt 3
4. Historical Perspectives	4. Historical Perspectives	4. Historical Perspectives
HIST 202: Dvlpmnt of the Modern World 3	HIST 202: Dvlpmnt of the Modern World 3	HIST 202: Dvlpmnt of the Modern World 3
HIST 380: 20th Century World 3	HIST 380: 20th Century World 3	HIST 380: 20th Century World 3
5. Political Ideas and Institutions	5. Political Ideas and Institutions	5. Political Ideas and Institutions
POLS 303: Intro. to Comparative Govnt 4	POLS 303: Intro. to Comparative Govnt 4	POLS 303: Intro. to Comparative Govnt 4
POLS 304: Intro to International Relations 4	POLS 304: Intro to International Relations 4	POLS 304: Intro to International Relations 4
POLS 315: Democracy, Capitalism, Socialism 3-4	POLS 315: Democracy, Capitalism, Socialism 3-4	POLS 315: Democracy, Capitalism, Socialism 3-4
POLS 452: Third World Political Systems 4		
6. Religious and Ethical Perspectives	6. Religious and Ethical Perspectives	6. Religious and Ethical Perspectives
PHIL 302: Ethics and Human Value Theory 3	PHIL 302: Ethics and Human Value Theory 3	PHIL 302: Ethics and Human Value Theory 3
SOCI 305: Holocaust Lecture Series 4	SOCI 305: Holocaust Lecture Series 4	POLS 307: Holocaust Lecture Series 4
SOCI 431: Sociology of Religion 4	SOCI 431: Sociology of Religion 4	SOCI 431: Sociology of Religion 4
HUM 301: War and Peace Lecture Series 3	HUM 301: War and Peace Lecture Series 3	ENG 304: War and Peace Lecture Series (C3) 3
7. Global Economy and Business	7. Global Economy	
ECON204: Macroeconomics 4	ECON204: Macroeconomics 4	
GEOG322: Intl Econ. Development 4		
POLS 498: International Political Economy 4		
8. Globalization and its Social Impact	8. Globalization and its Social Impact	
WGS 385 : Gender and Globalization 4	WGS 385 : Gender and Globalization 4	
ANTH352: Global Issues 4	ANTH352: Global Issues 4	
GEOG 338: Social Geography (E) 3		
9. Global Issues	9. Global Issues	9. Global Issues
GLBL200: Introduction to Global Issues, 3		
GEOG302: World Regional Geography 4	GEOG 302: World Regions in Global Context 4	GEP 305: World Regions in Global Context 4
10. Community Service	10. Community Service	10. Professional Preparation
GLBL350A: Community Service 1	GLBL350A: Community Service 1	GLBL310: Professional Preparation 2
III. CONCENTRATION COURSES (20)	III. CONCENTRATION COURSES (20)	III. CONCENTRATION COURSES (24)
Econ, Political & Social Development	Econ, Political & Social Development	Development
Global Environmental Policy	Global Environmental Policy	Area Studies through Study Abroad
Latin America	Latin America	
Europe	Europe	
Asia	Asia	
IV. CAPSTONE	IV. CAPSTONE	IV. CAPSTONE
Cross Cultural Experience	Cross Cultural Experience	Cross Cultural Experience
GLBL 497: Community Service Internship 3	GLBL 497: Community Service Internship 3	GLBL 497: Community Service Internship 3
GLBL350B: Global Social Movements 1	GEOG320: Geopolitics 4	GEP 320: Geopolitics 4
GEOG320: Geopolitics 4	GLBL 496: Senior Capstone Pre-Seminar 3	GLBL 490: Capstone Project Methods 3
GLBL498: Senior Capstone Thesis 3	GLBL498: Senior Capstone Thesis 4	GLBL 491: Capstone Project 3

ii). Revamped the senior capstone project (GLBL 490/1):

The Previous Program Review's MOU reports the decision to improve the structure and function of the Senior Capstone Course (**Highlight 2: Action #4**). We found that a large percentage of students were not producing high quality work. Students were equally frustrated. They felt that they did not have enough time to produce a high-quality product in a single semester. We made the following changes:

- a) Shifted from a Spring-only to a Fall/Spring year-long course. The additional WTU came from the deleted GLBL 300. The Fall course (now GLBL 490) covers standard research methods, including how to formulate a research question, conduct a literature review, identify and select appropriate analytical frameworks, work collaboratively in groups, and collect data. In the Spring course (now GLBL 491), students complete the research project, collecting and analyzing the data, developing conclusions, and producing oral and written products.
- b) Hired a new instructor to re-conceptualize and manage the course
- c) Implemented a new pedagogy that develops collaborative skills. In the methods course (GLBL 490), students develop a set of skills that help them work together more effectively in a group. These are professional, marketable skills that add substantial value to program. GLBL has adopted the skill as a specific program learning outcome (**PLO**), described below.
- d) Formalized and streamlined the process by which 'second readers' contribute to the project. Second readers are SSU faculty who have expertise in the students' research topic and agree to advise them during their capstone project. Second readers have long been a part of the GLBL capstone. We simply 'formalized' that collaboration, making it clearer exactly when and how second readers are expected to participate, and the types of feedback they are expected to give.
- e) Added additional required benchmarks throughout the course to ensure progress.
- f) Added an oral defense to the list of final products (in addition to a paper and 'public' oral presentation). The 'private' defense involves the students, course instructor and second reader.

iii). Narrowed the Global Economy Breadth courses

In the list of Global Economy Bread courses, ECON 204 was the only class that was actually available to GLBL majors on a consistent basis. GEOG and POLS had stopped teaching the other options.

2. Phase 2 changes [2015 - 2020]:

iv). Deleted the Latin America, Europe & Asia Concentrations. Created Area Studies through Study Abroad

In 2017, we assessed the availability of courses between 2010 and 2016 (See [Appendix A: Course History Analysis](#)). We concluded that SSU no longer offered enough courses in the Europe, Asia or Latin America Concentrations to ensure timely graduation. Realistically, students needed to study abroad to complete the coursework.

We established a generic Area Studies Concentration so that students could study anywhere in the world. They were no longer limited to the regions in which SSU had expertise.

v). Deleted the Global Environmental Policy Concentration.

The vast majority of courses in that concentration were GEOG and ENSP courses. When those majors merged, the GBLBL Environmental Policy concentration overlapped almost entirely with GEP. Moreover, GEP provides a stronger foundation in environmental processes and international environmental issues. We now steer students with those interests into GEP.

vi). Deleted the Foundation: Global Economy.

We discuss this decision in the Curriculum Section below.

vii). Shifted the Foundation: Globalization and its Social Impact into the two Concentrations.

Before, all of the courses listed within the Foundation Category “Globalization and its Social Impact” were also listed as options within the Concentrations. Hence, students thought that they could double count a single course in those two areas. Shifting the courses (and the 4 units) into the concentration eliminated that confusion.

viii). Revamped the Internship Preparation/Professional Development course

GLBL 350a was a 1-unit course that helped students explore internship opportunities that aligned with their career aspirations. The new course (GLBL 310) is a 2-unit course that maintains that goal but takes on several more goals, such as deeper career exploration, professional document preparation (e.g. resumes) and mock interviews.

ix). Cross-listed GBLBL 310 and GBLBL 490/1 with GEP 310 and GEP 490/1.

This integration utilizes the Department’s resources more wisely. As a small major, GBLBL classes are often at risk of cancellation. Cross-listing these courses makes the major more robust.

III Curriculum

a) The Structure: Coherence and consistency

GLBL’s overall structure is clearest in its advising sheets (**Appendix B: Advising Sheets**). The structure reflects the program’s goals, emphasizing 1) interdisciplinarity; 2) breadth of perspective; 3) depth of analysis; and 4) experiences and skills necessary to work effectively in a multi-cultural context (**Highlight 1: GBLBL Program Goals**).

The **language requirement** prepares students to work in a multicultural context

The **foundation** provides breadth, introducing cultural, environmental, historical, political, and religious/ethical issues from several disciplinary perspectives.

The **concentrations** establish analytical depth in the students’ chosen area of expertise.

- The concentrations integrate seamlessly with courses typically available through study abroad programs. With that approach, GBLBL taps into faculty and university expertise across the world.

The **capstones** provide culminating and bridging experiences.

- The **cross-cultural experience** (through study abroad or internships) ensures multi-cultural literacy
- The **internship** bridges the academic and real-world views. It also develops leadership, and strengthens their communication skills
- The **capstone project** solidifies students’ analytical, collaborative and communication skills

b) Alignment of curriculum with programs at other institutions

In 2017, we examined how well the GLOBL program aligns with six other Global Studies or International Studies programs in the region. **Appendix C: Comparison of Curriculum with Other Institutions** provides details on the questions asked and the results. In summary, the data show:

1. How the SSU-GLOBL program is in alignment:

- Our 2-year language requirement is average across programs
- Our interdisciplinary structure is typical
- Our 2-semester capstone aligns with most programs. Most programs offer two stand-alone courses, but they cover the same content: research methods and then an independent research project.
- Our range in total units required for the major is average across programs.

2. How the SSU-GLOBL program is out of alignment:

- **Our lack of an Introduction to Global Studies course is unusual**
- **Our lack of an economics course sets us apart (discussed below). Most have some representation from that discipline, although there is no consistency in the specific course programs require**

3. Where there is no clear pattern:

- Programs may or may not have concentrations. If they do, they represent a variety of styles. Our two thematic (development) and area-based concentrations fall within the range of options found across programs.
- Programs may or may not require an internship.

c) Program Learning Outcomes (PLOs) and alignment with WASC Core Competencies

GLOBL has four program learning outcomes (PLOs) that map to WASC Core Competencies. Those PLOs state that graduates will:

Highlight 3. Program Learning Outcomes (PLOs)

PLO1 (Knowledge): Explain how contemporary social issues/problems are enmeshed in multi-faceted global systems, and how they involve a range of economic, political, cultural, environmental, and demographic conditions. **[WCC 4]**

PLO2 (Analysis): Analyze empirical evidence using multiple analytical frameworks and perspectives to explain the complex conditions underlying contemporary issues/problems **[WCC 2,3]**

PLO3 (Communication): Develop the communication and collaboration skills needed to work effectively in a global or multicultural context **[WCC 1]**

PLO4 (Experience): Establish career goals, and then engage in an experience that a) advances those goals; b) integrates academic understanding of global social issues with an applied case, and c) develops leadership skills **[WCC 1,3]**

WASC Core Competencies (WCC):

- WCC 1: Written and oral communication
- WCC 2: Quantitative reasoning
- WCC 3: Critical thinking
- WCC 4: Information literacy

d) Program Curriculum Map

The Program Curriculum Map below (**Highlight 4**) specifies the courses in which students are introduced to each **PLO**, and the courses in which each **PLO** is reinforced, mastered and assessed.

Highlight 4. Program Curriculum Map				
Curriculum	PLOs			
	1: Knowledge	2: Analysis	3: Communication	4: Experience
FOUNDATION				
Foreign Language Courses	Introduce		Intro/Reinforce/Assess	Introduce
Culture: ANTH 203/GEP 203	Introduce	Introduce	Introduce	
Environment: GEP 201; 206	Introduce	Introduce		
History: HIST 202;302	Introduce	Introduce	Introduce	
Politics: POLS 303,304;315	Introduce	Introduce	Introduce	
Ethical: PHIL302; SOCI 341;ENG 307;POLS 307				
Synthesis GEP 305	Reinforce / Assess	Reinforce	Reinforce / Assess	
UD Concentration Courses	Reinforce	Reinforce	Reinforce	
CAPSTONE				
GEP 322: Geopolitics	Reinforce	Reinforce/Assess	Reinforce/Assess	
GLBL 310: Professional Prep			Reinforce	Intro/reinforce
GLBL 497: Community Service			Reinforce	Master/Assess
GLBL 490 / 1 Capstone Methods & Project	Master/Assess	Master/Assess	Master/Assess	

e) Assuring alignment between courses, curriculum, and PLOs

GLBL assures that its curriculum aligns with the **PLOs** in several different ways. Since GLOBL is interdisciplinary, most courses are controlled by other Departments. For the few courses that it does control, GLOBL establishes the student learning objectives (**SLOs**) and aligns them with program **PLOs**. For the courses that it does not control, GLOBL assesses class availability and applies various indirect methods to verify their alignment with GLOBL **PLOs**.

1. Aligning SLOs with PLOs

For the four courses that GLOBL mounts directly (GLBL 310, 490, 491 and 497), the GLOBL coordinator ensures that their student learning outcomes (**SLOs**) meet GLOBL **PLOs**. Notably, the first three courses are cross-listed with GEP courses, so their **SLOs** must align with the **PLOs** of both majors. Curriculum maps (found in the Appendices below) reveal how **SLOs** align with **PLOs**:

- GLOBL 310: [Appendix D: Curriculum Map for GLOBL/GEP 310](#)
- GLOBL 490/491 [Appendix H: Direct Assessment of PLOs 1,2,3 through GLOBL/GEP 490/491](#)
- GLOBL 497 [Appendix J: Direct Assessment of PLOs 3 & 4 through GLOBL 497](#)

2. Class availability

The GLOBL coordinator examines class availability every 5 years or so. As explained above in [Section II\(d\)](#), we last assessed availability in 2017. Results revealed that courses in the Europe, Asia and Latin America Concentrations were no longer offered frequently enough to ensure timely graduation ([Appendix A Course History Analysis](#)). That precipitated the decision to discontinue those concentrations and create Area Studies through Study Abroad.

3. Student Exit Surveys

GLBL administers a Senior Exit Survey through which students are asked to provide input on the GLOBL curriculum ([Appendix E: Indirect Assessments through Senior Exit Survey](#)).

In one section, students are asked to score how well each course in the foundation aligns with GLBL on the whole. Around 2017, results revealed especially low Likert scores for ECON 204: Macroeconomics and PHIL 302: Ethics and Human Values (**Table 2**).

Core Courses		Likert Score (Avg)	n
Cultural Perspectives:	ANTH 203	3.25	16
	GEOG 203	3.9	10
Environmental Perspectives:	ENSP 200	3.5	15
	GEOG 204	3.1	7
Economic Perspectives:	ECON 204	2.5	29
Historical. Perspectives:	HIST 202	2.9	20
	HIST 380	3.0	3
	POLIS 303	4.0	1
Political Perspectives:	POLIS 304	3.5	10
	POLIS 315	3.2	11
	PHIL 302	2.25	8
Ethical Perspectives	SOCI 305	3.5	8
	SOCI 431	2.8	5
	GEP 305	3.7	32

See Appendix E

As a result, the GLBL coordinator examined those two courses more closely. A review of the syllabus made it clear that, at some point in the past, ECON 204: Macroeconomics began focusing on the US economy and not the global economy.

In addition, the Economics Department changed the structure of its curriculum, making it more difficult for GLBL students to take globally-focused economics courses. In the past, ECON 204 had been the only pre-requisite for advanced economics courses. Now, students have to take both micro- and macroeconomics before they can advance. So, we had two choices. We could embed 8 units of non-global pre-requisites into the curriculum, and then require an additional international-economics course. **Or, we could delete the economics component altogether. Unhappily, we chose the latter. This decision has left another hole in the curriculum**

A review of the PHIL 302 syllabus confirmed that the course has the potential to align with GLBL. But, the nature of the course changes each semester, depending on who teaches it. We decided to keep the course in the curriculum, but the GLBL coordinator now asks students to review the syllabi carefully to make sure that it is suitable for GLBL that semester.

4. Indirect Assessment of Course Syllabi with PLOs 1-3

This 2019/20 academic year, we assessed how well most courses in the curriculum align with **PLOs 1-3 (Appendix F: Indirect Assessment: Alignment of Course Syllabi with PLOs 1-3)**.

Results show that the vast majority of courses align strongly (“SA”) with **PLO1 (Knowledge)** and **PLO2 (Analysis)** (**Table 3**) They do not, however, align as strongly with **PLO3 (Communication)**. Disaggregating the communication outcome, most courses assign substantive written products. But only about 30% of courses expect students to give oral presentations. Only two courses demand significant collaborative work among students (ANTH 352).

These results suggest that GLBL needs to strengthen its curriculum around oral communication and collaboration skills.

Table 3. Results of Direct Assessment of PLOs through Course Syllabi

	PLO1 (Knowledge)		PLO2 (Analysis)		PLO3 (Communication)			
	a. Social Issues	b. Multifaceted	a. Evidence	b. frameworks	a. Written	b. Oral	c. Collaborative	
Cultural Perspectives								
ANTH 203	SA	SA	SA	SA	SA	N	N	
GEP 203	SA	SA	SA	SA	SA	N	A	
Environmental Perspectives								
GEP 201	SA	N	SA	X	A	N	N	
GEP 206	SA	SA	SA	SA	SA	N	N	
Historical Perspectives								
HIST 202	SA	X	SA	X	SA	N	N	
HIST 380	SA	X	SA	X	SA	N	N	
Political Perspectives								
POLS 303	SA	SA	SA	SA	SA	SA	A	
POLS 304	SA	SA	SA	SA	SA	N	N	
POLS 315	SA	SA	SA	SA	SA	N	N	
Religious / Ethical Perspectives								
PHIL 302	A	A	SA	SA	SA	SA	N	
POLS 307	SA	X	SA	X	SA	SA	N	
SOCI 431	SA	X	SA	X	SA	A	N	
Global Synthesis								
GEP 305	SA	SA	SA	SA	A	N	N	
Capstone								
GEP 320	SA	SA	SA	SA	SA	A	N	
GLBL 490/1	SA	SA	SA	SA	SA	SA	SA	
Concentration (selected list of commonly-taken courses)								
POLS 345	SA	SA	SA	SA	SA	SA	N	
POLS 447	SA	SA	SA	SA	SA	N	N	
POLS 448	SA	SA	SA	SA	SA	N	A	
POLS 452	SA	SA	SA	SA	SA	A	N	
ANTH 352	SA	SA	SA	SA	SA	SA	SA	
GEP 322	SA	SA	SA	SA	SA	A	N	
GEP 324	SA	SA	SA	SA	SA	A	N	
GE 325	SA	SA	SA	SA	SA	SA	A	
GEP 370	SA	SA	SA	SA	SA	SA	A	
GEP 373	SA	SA	SA	A	SA	N	N	
WGS 385	SA	SA	SA	SA	SA	A	N	

SA = Strongly Aligned; A = Aligned; N = Not aligned; X = no data; See Appendix F

f) Outside classroom experiences and relationship with PLOs

GLBL students are required to participate in a Community Service Internship. Through that internship, they meet the fourth learning outcome:

PLO4 (Experience): Establish career goals, and then engage in an experience that a) advances those goals; b) integrates academic understanding of global social issues with an applied case, and c) develops leadership skills

This internship is a signature component of the GLBL major. Students who study abroad typically do the internship while there. Many students who do not study abroad look for internships abroad during the summer of their junior or senior year. As **Figure 2** testifies, students have gone all over the world for these internships. They have all had profound, transformative, cross-cultural, skill-building, eye-opening experiences.

Logistically, students first take GLBL 310: Professional Development, during which (among other goals) they explore careers, establish career goals and explore internship options. They must identify internships that can meet the program's requirements.

GLBL has rigorous requirements for the internship that are designed to maximize the experience's educational value. Students are expected to pursue an internship that allows them to:

- Engage with a global social issue/problem that they are passionate about
- Work in a field that aligns with their career interests and goals
- Work abroad if they intend to pursue an internationally-oriented career
- Work with a non-majority culture or lower socio-economic group
- Have direct contact with the clients of the agency
- Do work that is not primarily clerical or logistical.
- Seek out opportunities to demonstrate self-initiative/leadership
- Use a language other than English.

The internship itself is a contract course (GLBL 497). To enter into that contract, students must first work with the organization's supervisor to clarify their duties. Students then get approval from the GLBL coordinator. During that conversation, students explain how/why the internship meets GLBL goals for the experience. Students are not always able to land an internship that meets all of the goals, but most do. GLBL 497 requires 135 hours of work to earn the 3 units.

IV Assessment

a) Program Goal 1 (Academic)

Program Goal 1: Students develop a holistic, multi-faceted understanding of the world and learn how to examine and explain global issues/problems from several analytical viewpoints

The GLBL major advances Program Goal 1 through its first three **PLOs**, covering knowledge, analysis and communication (**Highlight 3**). We assessed each in turn.

1. PLO1 (Knowledge)

PLO1 (Knowledge): Explain how contemporary social issues/problems are enmeshed in multi-faceted global systems, and how they involve a range of economic, political, cultural, environmental, and demographic conditions

We assessed this outcome in two classes: GEP 305 and GLBL 490/191 (**Highlight 4. Program Curriculum Map**). Most GLBL students take GEP 305 in their late sophomore or early junior year, and then they take GLBL 490/191: The Capstone Project their senior year.

In GEP 305, we analyzed student exams (**Appendix G: Direct Assessment of PLOs 1,2,3 through GEP 305**). In that assessment, we analyzed subcategories of knowledge. Results indicate that most students met target or an acceptable level of proficiency in three knowledge areas: map literacy, political economic transformations and contemporary cultural issues (**Table 4**). They were more likely to struggle in politics, demographic transformations and environmental challenges. This assessment mechanism is new, so the sample size is still too small to reach definitive conclusions. It suggests, however, that some thematic areas may need more time and attention in that class.

PLO1 (Knowledge)	[subcategories]	Target	Acceptable	Unacceptable
GEP 305: World Regions Synthesis				
	Map literacy	4	3	1
	Political Economic Transformations (1500-today)	3	5	2
	Contemporary Politics and Geopolitics	2	3	3
	Demographic Transitions and Contemporary Conditions	3	2	3
	Contemporary Cultural Issues	4	3	1
	Environmental Challenges	2	4	2
GEP 490/491: Capstone Project		9	1	0
GEP 305: n=8; See Appendix G				
GEP 490: n=10; See Appendix H				

In GLBL 490 & 491, we analyzed their Capstone Projects ([Appendix H: Direct Assessment of PLOs 1,2,3 through GLBL 490/491](#)). In that case, we assessed knowledge more holistically, looking for them to demonstrate a sophisticated understanding of how complex, interrelated social and environmental conditions contextualize global social problems. Results verify that, by the time GLBL students complete the Capstone course, 90% meet target for **PLO1(Knowledge)** ([Table 5](#)).

As well, GLBL seniors expressed general satisfaction around the **knowledge** outcome. On average, students scored **PLO1 (Knowledge)** at 3.6 on a Likert scale of 1-4 ([Table 6](#)).

PLO	Likert Score (Avg)
PLO1 (Knowledge)	3.6
PLO2 (Analysis)	3.6
PLO3 (Communication)	3.2
PLO4 (Experience)	3.4
n=41; See Appendix E; Likert = 4 levels (1-4)	

2. PLO 2 (Analysis)

PLO 2 (Analysis): Analyze empirical evidence using multiple analytical frameworks and perspectives to explain the complex conditions underlying contemporary issues/problems

We assessed this outcome in three classes: GEP 305, GEP 320, and GLBL 490/191 ([Highlight 4. Program Curriculum Map](#)). In all three classes, we analyze students’ written research papers (See [Appendices G, H and I](#)).

In GEP 305, students are expected to perform a relatively simple level of analysis. They gather and analyze information to support two competing points of view on a social issue. Results indicate that relatively few mastered the task, but a majority were able to demonstrate an acceptable level of analytical proficiency ([Table 7](#)). In GEP 320, the expectation is higher. Students apply at least one (if not two) theoretical frameworks to a social issue, analyzing and interpreting evidence through those frameworks. Results are mixed. Most students rose to the task, but a significant number struggled, failing to reach an acceptable level of analytical expertise ([Table 7](#)).

In GEP 490/491, the senior capstone project, students have to apply at least two (if not more) theoretical frameworks to a social issue and then collect, analyze and interpret evidence through those multiple frameworks. Notably, students have two semesters, not just one, to complete the task. That extra time gives the instructor more time to work with struggling students. As well, students work in groups. With that collaborative structure, the more accomplished students are able to help the struggling students develop their analytical skills. Results show that, over the last 5 years, about 50% of the final group projects met target, and the other 50% were acceptable (Table 7).

Table 6: Results of Direct Assessment of PLO2 (Analysis)

Course	Target	Acceptable	Unacceptable
GEP 305	1	7	0
GEP 320	7	5	5
GEP 490/1	5	5	0

See Appendices G, H and I

These results confirm that GLOBL students are developing their analytical skills throughout the GLOBL program. But many are still not meeting target by the end of their senior year. **These results suggest that the program needs to start developing analytical skills earlier and more deeply.** Interestingly, most GLOBL seniors believe that GLOBL develops their analytical skills adequately, giving it the same Likert score (3.6) as **PLO1 (Knowledge)** (Table 5).

3. PLO3 (Communication)

PLO3 (Communication): Develop the communication and collaboration skills needed to work effectively in a global or multicultural context

This outcome has four components: foreign language, written communication, oral communication and collaboration. The latter component was added fairly recently and the program has not yet established a protocol for assessing it.

For the foreign language component, we use course requirements to ensure that students reach intermediate-level proficiency in a language other than English. Students must complete the second semester of a second-year, college-level language course (202 at SSU) with the minimum grade of a C. Bilingual students may demonstrate their language proficiency through an oral exam, typically arranged through the Department of Modern Languages. We did not assess that component any further.

For the writing component, we analyzed the research papers that students produced in GEP 305, GEP 320, and GEP 490/491 (**Appendices G, H and I**). The rubric used to assess their writing was nearly identical across the three classes, but the assignments themselves were increasingly difficult in terms of their length and complexity in content and structure.

Results parallel **PLO2**. Relatively few students met target in GEP 305, but a majority demonstrated an acceptable level of writing proficiency in a relatively simple assignment (Table 7). In GEP 320, over half of students met target, but quite a few fell below acceptable standards in that more challenging assignment. By the end of the Capstone, the vast majority of students met target or acceptable standards. Only one group produced an unacceptable product. The Capstone's group structure clearly helps struggling students improve their writing, but the strategy only works if each group includes some students with strong writing skills. If such

students are missing, groups can struggle even more under the weight of that complex assignment.

For the oral component, we analyzed student presentations in GEP 320. To clarify, we assess student presentations in GEP 490/1 as well. However, we accidentally did not retain those records. In the future, we will correct that error. Results show that the vast majority of GLBL student met target or acceptable standards in their oral presentations (**Table 7**).

Courses Assessed	Target	Acceptable	Unacceptable
GEP 305 (Written)	1	5	2
GEP 320 (Written)	10	2	5
GLBL 490/491 (Written)	5	4	1
GEP 302 (Oral)	25	23	2

See Appendices G, H and I

In sum, these results suggest that, within the broad area of communication, **the program needs to develop stronger writing skills**. This result is out of sync with earlier results. Above, in **Section II(e)4**, we found that the GLBL curriculum emphasizes written communication substantially more than oral communication. Yet, those written assignments are clearly not sufficient for strengthening students' writing skills. Students need more writing instruction.

Overall, GLBL seniors feel the least confident about this outcome, giving **PLO3 (communication)** an average Likert score of 3.2 out of 4 (**Table 5**). Some of their concern may reflect the fact most of them only achieve intermediate (not expert) status in a foreign language. But it also likely reflects a self-assessment of their own writing skills.

b) Program Goals 2 and 3 (Experience and Career)

Program Goal 2. Students have a profound cross-cultural experience that deepens their understanding of others, strengthens their communication skills, and increases their confidence in living and working in a cross-cultural context.

Program Goal 3. Students are prepared to pursue their career aspirations

The GLBL major advances these two goals by 1) pursuing its fourth **PLO** covering experience; 2) by ensuring that its curriculum aligns with students' career aspirations; and 3) by encouraging study abroad.

1. PLO4 (Experience)

PLO4 (Experience): Establish career goals, and then engage in an experience that a) advances those goals; b) integrates academic understanding of global social issues with an applied case, and c) develops leadership skills

GLBL promotes this learning outcome through its internship requirement. We describe the goals and logistics of that requirement in **Section III(f)** above.

To assess the learning outcome, we examined the essays that the students wrote at the end of their internship experience. The essay prompt addresses four components: 1) their understanding of the social problem that the organization addressed; their personal growth, their self-initiative, and their professional growth (**Appendix J: Direct Assessment of PLOs 3 & 4 through GLBL 497**).

Results indicate that most students met target for the first two components (**Table 8**). They developed a deeper understanding of the social problem they were engaged in, and they critically examined the mission of the organization they worked for. They also experienced a significant change in perspective, with most articulating how the experience expanded their understanding beyond an academic view.

About half met the target for leadership (**Table 8**). They identified some way in which they could make an improvement; they took the initiative to see it through (often stepping beyond their original job description); and then they reflected on that experience in their essay. The other half had an acceptable outcome, advancing the mission of the agency they worked for within their established job description. These results highlight how challenging it can be for students to gain leadership experience in an entry-level internship. **The GLBL major needs increase the number of students meeting target in leadership in the future.**

Table 8. Results of Direct Assessment of PLO4 (Experience)

PLO4 (Experience) by Subcategories	Target	Acceptable	Unacceptable
Articulate the Social Issue and Mission	17	3	0
Personal Growth & Expansion of Perspective	14	6	0
Self-initiative and Leadership	10	10	2
Professional Growth and Lifelong Learning	8	11	1
Practice Experience using Second Language	18	-	2

See Appendix J

Only about 40% of students reflected deeply on how the experience informed their career goals and how it impacted their commitment to global service. The essay prompt demands that reflection, but students appear to avoid the issue. They may be reluctant to address it because their career goals remain vague. **Again, the GLBL major needs increase the number of students meeting target in professional growth in the future.**

Over 90% of students used a language other than English during their internship. Those language experiences can be the most profound -- bolstering their confidence in working in a cross-cultural context (**Table 8**).

2. Student opinions concerning the internship requirement

In the Senior Exit Survey, students are generally positive about the **PLO4 Experience** outcome. They give it a Likert score of 3.4 out of 4 (**Table 5**). But that score is lower than they give **PLO1** and **2**, which suggests that they see room for improvement.

Last Spring 2019, we had a focus-group session with GLBL seniors concerning the internship program. **Those conversations exposed a consistent set of concerns/frustrations around certain criteria for acceptable internships** (outlined above in **Section III(f)**). Their top concerns centered on specific criteria, particularly the expectations that the internship allow them to:

- Work abroad if they intend to pursue an internationally-oriented career
- Have direct contact with the clients of the agency
- Do work that is not primarily clerical or logistical.
- Use a language other than English.

Students expressed two broad concerns:

i) Internships abroad are expensive, especially when they involve one of the many for-profit “volunteer-abroad agencies”. While students do not have to work through one of those agencies, it is often difficult for them to avoid that path. These agencies offer access to experiences that can otherwise be difficult to find. And, they provide many students and families a sense of security because they take care of many complicated logistics. Hence, many students who would like to participate in an overseas internship feel unable to do so because they cannot afford it.

ii) Many want to pursue internships that are offered by government agencies or non-governmental organizations in US cities, such as Washington D.C. or San Francisco. These internships do not meet the major’s current expectations because: 1) they do not involve direct contact with clients; 2) they are often clerical; and 3) they do not advance students’ language skills.

The GLOBL major needs to address these concerns. But, concerning the second issue, there will be significant negative consequences if the program loosens the internship criteria. Students will not gain the same exposure, communication skills, and level of personal growth that comes from working directly with the clients of an agency in a multi-cultural context. As well, students would need to make sure that they meet the major’s cross-cultural requirement in another way, such as through study abroad.

3. Aligning GLOBL curriculum with students’ career aspirations

As part of their final e-portfolio, we ask seniors to submit a career statement. From those statements, we analyzed how well the GLOBL curriculum aligns with those interests. We first analyzed whether they expressed an intention to pursue an international career. Results indicate that 50% do, and 50% do not.

Next, we categorized and tabulated their statements into four broad career orientations (**Table 9**). About half (52%) report that they want to work for an organization (often a non-profit) that advances community development and/or improves social, economic or environmental conditions. Some identify a specific community they would like help (e.g. women or immigrants/refugees) or a social issue they would like to address (e.g. human rights, youth development).

Orientation	subfield (if specified)	# Students
Community, Socio-economic development / Environ & social justice	Women’s Empowerment	10
	Human Rights	9
	Immigrants / Refugees	7
	Youth Development	5
	Food/Agriculture	5
Professional field		26
	Teacher (at any level)	19
	Teaching English Abroad	6
International relations	Other: Medical, Journalism, Translation work	4
		14
Business	Foreign Service / Diplomacy	5
	Security / Conflict resolution / Criminal Justice	9
		12
	Tourism / Eco-tourism	5

n=90. Source: e-portfolios; The total exceeds 90 because some students referred to more than one career category.

Only 12% foresee an international relations-oriented career involving diplomacy or global security.

These results suggest that there are two types of GLOBL students. Some want to pursue international careers. These students need opportunities to garner international experience in order to be competitive in those fields. Others want to “think globally but act locally.” They want to understand the world from a global, holistic perspective, and they want to have globally-oriented experiences in college. But ultimately, they want to pursue careers stateside.

The GLOBL program needs to do better at serving both types of students.

4. Peace Corp Prep

For the subset of students who want to pursue international careers and/or careers in social development, one of the most viable first steps toward that goal is to join the Peace Corps. Peace Corps is one of the few organizations that will hire and train undergraduates to do humanitarian/development work. The experience can also jumpstart careers. Return volunteers are given preferential status for a wide range of federal jobs.

The GLOBL Program has not tracked the number of graduates who join the Peace Corps. Anecdotally, however, the number is small. Many GLOBL students find the idea of two years abroad too daunting. Some want to do it, but they **find that they are not qualified for the jobs that interest them. The latter is of concern.**

Peace Corps is organized in six specific work sectors: Education, Youth in Development, Community Economic Development, Health, Agriculture, and Environment. To be eligible for Peace Corps, students need to develop their skills in one of these work areas, through both academic courses and internship experiences.

At present, the GLOBL curriculum does not fully prepare students to be eligible in any of these sectors. Their best chance is to teach English. But even then, the GLOBL curriculum does not provide academic background in that field.

In 2017/2018, Peace Corps approached SSU to apply to be a Peace Corps Prep Institution. Through that program, students take a suite of courses that increase their eligibility for Peace Corps. The program gives students a leg up (not a guarantee) to be accepted into Peace Corps.

In response, GLOBL developed a prototype curriculum for GLOBL majors who might want to be part of Peace Corps Prep. We approached various departments across SSU and SRJC to identify courses that would provide the right academic background for students pursuing eligibility in 5 of the Corp’s 6 work sectors. We did not finish the process, but **Appendix K Peace Corps Prep** shows a summary/draft of our plan, illustrating how we approached the challenge.

Ultimately, in 2018, SSU applied to the Peace Corps Prep program under a different model. The application was not accepted. In the future, if the opportunity arises again, GLOBL would like to pursue being part of a Peace Corps Prep program).

c) Changes in Assessment Plan moving forward

The GLOBL programs plans to adjust its assessment protocols in the following ways:

- **PLO1 (Knowledge):** Retain exam records from GEP 305 to be able to conduct a more robust assessment of the knowledge sub-areas

- **PLO 2 (Analysis):** Reformat the grading rubrics in GEP 305, GEP 320 and GLBL 490/491 such that instructors grade “analysis” consistently across the courses, and consistent with the way we assess it at a programmatic level And, retain those records.
- **PLO3 (Communication):** Reformat the grading rubric in GEP 320 and GLBL 490/491 such that instructors grade “oral communication” consistently across the courses, and consistent with the way we assessed it at a programmatic level. And, retain those records.
- **PLO3 (Communication):** Assess students’ ‘collaborative skills’ in GLBL 490/491
- **PLO4 (Experience):** Update the Internship Essay Prompt to elicit more assessable content concerning leadership and professional goals
- **All PLOs:** Update the Senior Exit Survey gather more information concerning students’ perceptions on specific sub-components of the PLOs, not just the PLO overall

V Faculty Profile

a. Faculty specializations and alignment with program

The Global Studies major does not have any tenure track faculty directly-assigned to the program.

1. GLBL’s changing model of faculty oversight

As explained in the program’s history (**Section II(b)**), GLBL was originally managed by a cadre of faculty representing several departments within Social Science and Arts & Humanities. That model worked well when the major was funded independently.

At present, the Department of Geography, Environment and Planning (GEP) ‘funds’ the major through its own limited WTU budget. Hence, GEP has to ensure that the program is managed in a way that aligns with its own fiscal reality. In that context, the GLBL Coordinator works with the GEP Chair directly to ensure that GLBL remains supported and sustainable in that institutional context.

2. Faculty Steering Committee

Three faculty are deeply involved in the major intellectually and programmatically. They serve as the ad hoc Steering Committee for the major.

Dr. Rhevna Laney is the GLBL Coordinator. She has held that position since 2004. She is a tenure-track faculty member in GEP. She manages the curriculum, all student advising, internships, program outreach (e.g. website, marketing, articulations), and program assessments. She receives one 4-unit course release per year to conduct those duties.

Dr. Laney teaches one of the required core courses in the major: GEP 305: World Regions in Global Context. She also teaches three courses that serve as options in the major: GEP 325: Global Food Systems; GEP 323: Resource Management and Development in Global Perspective; and GEP 328: Africa, South of the Sahara. Dr. Laney has a Ph.D. in Geography, with a specialization in Cultural and Political Ecology.

Mr. John Nardine is a lecturer with a 3-year contract to teach 8 units per year for GLBL. He teaches three GLBL courses: GLBL 310: Professional Development and GLBL 490 & 491: The Capstone Project. As well, Mr. Nardine serves as the program coordinator (and instructor) for the Sonoma State American Languages Institute (SSALI). He also teaches in the Department of Modern Languages & Literatures.

Mr. Nardine has an advanced degree in Development and International Relations from Aalborg University, Denmark. He brings academic expertise in the areas of international development, global social issues, and problem-based/group-based, collaborative research methods.

Dr. Jeff Baldwin is a tenure-track faculty member in GEP. He helps advise Global Studies students when Dr. Laney is not available. He teaches one of the required capstone courses in the major, GEP 320: Geopolitics. He also teaches two courses that serve as options in the major: GEP 322: Globalization and Environments; and GEP 324: Climate Change and Society.

Dr. Baldwin has a Ph.D. in Geography from the University of Oregon with a specialization in political economy and political ecology.

b) Broader faculty involvement in GBL

The major takes advantage of SSU faculty expertise in two major ways. First, with its interdisciplinary structure, the major is able to leverage faculty expertise in global issues across departments and schools. GBL students have the opportunity to take upper-division globally-oriented courses from faculty in History, Political Science, GEP, Sociology, Women and Gender Studies, Anthropology, Modern Languages and Literatures, Business, and Communications.

Second, for their Capstone Project, students are required to recruit an SSU faculty member to serve as a 'second reader' (advisor) for their research. The second reader must have disciplinary expertise in the topic of their research. The reader advises students on the formulation of their research question, reads the 'analysis' portion of the project (at minimum), and participates in the oral defense. The faculty instructor for the course (Mr. Nardine) ensures that students follow through with the reader's recommendations.

Over the last 5 years, 18 faculty across 7 Departments in the Schools of Social Science and Arts and Humanities have served as second readers (**Highlight 5**).

SSU faculty have been extremely generous in offering their time and sharing their expertise with GBL students during these capstone projects. The work is not easy. Moreover, they have done it all as overload. Second readers do not get any credit or compensation for their work.

c) Teaching Effectiveness

As GBL's administrative home, GEP oversees teaching effectiveness for the three GBL courses: GBL 310, 490 and 491. For all other courses in the GBL curriculum, evaluating teaching effectiveness is the responsibility of their respective departments.

Since 2013, Mr. Nardine has taught the three GBL courses. Together, the Department of GEP and the GBL Coordinator are responsible for assessing his teaching. GEP uses two forms of evaluation: student evaluations (SETE's) and peer evaluations. For the peer evaluations, the department uses a template that covers a range of issues, including a review of the course content, classroom management, and teaching pedagogy.

In 2018, after 6 years of teaching for GBL, Mr. Nardine applied for a three-year contract. That process required a summary assessment of his SETEs and peer evaluations. As GEP Department Chair at the time (and since Dr. Rheyna Laney was on sabbatical), Dr. Jeff Baldwin conducted that evaluation.

Highlights include:

- his SETEs are consistently 4.5 and above across all categories, which is solidly "Very Effective." There are no areas of persistent weakness

- he fosters an atmosphere of mutual respect, creativity, and openness to learning
- in his feedback on students' written products, he is extremely thorough. He sets a very high standard
- On the whole, we have been very satisfied with Mr. Nardine's conduct of the seminar [GLBL 490 & 491] and plan to send him more globally-focused GEP students.

Highlight 5. Faculty contributing to GLOBL as Second Readers for Capstone Projects	
<u>POLITICAL SCIENCE</u>	
<i>Dr. Emily Ray</i>	2018. Fair Trade and Starbucks' Coffee Supply Chain Stakeholders
<i>Dr. Barry Preisler</i>	2015. The Faces of New Nationalism: The National Front & Northern League
<i>Dr. Robert McNamara</i>	2015. Caliphate Crusaders: Traveling East to Fight the West 2017. Social Benefits of Disengaged Terrorists
<i>Dr. Cynthia Boaz</i>	2017. Democratization and Ethnic Conflict: Myanmar's Rohingya
<i>Dr. Diane Parness</i>	2017. Immigration in Populist Right Wing Political Parties of Germany & Italy
<i>Dr. David McCuan</i>	2016. Women as Active Participants in Terror Organizations
<u>GEOGRAPHY, ENVIRONMENT and PLANNING</u>	
<i>Dr. Daniel Soto</i>	2019. The Future of Ecotourism Zoe Hill, Camden Holly, Justin Tran
<i>Dr. Jeff Baldwin</i>	2014. Sustainable Food Self-sufficiency 2014. Measuring Alternative Models of Microfinance: Through Social Capital 2015. Ogoni Oil: Economic and Political Underrepresentation & Env Degrad. 2016. South China Sea: Standing up to the Dragon 2017. Exploitation of Land and Locals: A Dual Case Study
<i>Dr. Rheyne Laney</i>	2014. Measuring Alternative Models of Microfinance: Through Social Capital 2015. Ogoni Oil: Economic and Political Underrepresentation & Env Degrad. 2016. GMO Production in Latin America and Europe: A cross-case analysis
<u>AMERICAN MULTI-CULTURAL STUDIES</u>	
<i>Dr. Mike Ezra</i>	2018. Mass Incarceration and the Development of Underdevelopment
<i>Dr. Daniel Malpica</i>	2014. Navigating Mexico's Vertical Border: Central American Migrants
<i>Dr. Susan Hogue</i>	2015. Transmigration Through Mexico
<i>Dr. Ron Lopez</i>	2016. Political Corruption and Drug Trafficking in Mexico
<u>WOMEN AND GENDER STUDIES</u>	
<i>Dr. Brooke Lober</i>	2019. The Aerial Caravan
<i>Dr. Tahereh Aghdasifar</i>	2018. The Commodification of Need: Voluntourism
<u>ANTHROPOLOGY</u>	
<i>Dr. John Wingard</i>	2014. Syrian Humanitarian Intervention
<u>CRIMINAL JUSTICE</u>	
<i>Dr. Napoleon Reyes</i>	2014. Institutions: The Root of Economic Marginalization
<u>MODERN LANGUAGES AND LITERATURES</u>	
<i>Dr. Robert Train</i>	2015. Foreign direct investment in Mariel, Cuba 2018. Effects of Remittances in Rural Michoacán, Mexico

In sum, the GLOBL Program is confident that the three courses it manages directly are being taught very well.

d. Faculty needs

The current level of direct support for faculty in the program is workable.

1. GLOBL Coordinator

The School of Social Sciences provides assigned time for the GLOBL coordinator to take care of advising, administration and internships (GLOBL 497), as described above.

Currently, the **student-faculty ratio** for that coordinator is about 35:1, counting GLOBL students alone. That ratio is currently relatively low because, as explained further below, the number of majors is smaller than it has been over the last 15+ years. More typically, the GLOBL advising ratio is around 45:1, and has been as high as 80:1.

The GLOBL coordinator has GEP advising duties as well. Hence, the GLOBL coordinator's actual advising ratio is currently closer to 60:1.

2. GLOBL Instructors

GEP 'pays for' the three GLOBL courses taught by Mr. Nardine: GLOBL 310, 490 and 491. To ensure that that arrangement is sustainable in the long run, GEP and GLOBL have developed parallel courses and cross-listed them. Those three courses now serve both majors (explained above in **Section II(d)**).

3. Indirect Faculty Support through GEP

GEP has two globally-oriented faculty who teach courses in the GLOBL curriculum: Drs. Rheyana Laney and Jeff Baldwin. GEP regularly assigns them to teach those GLOBL-serving courses, expressly in order to support the GLOBL major. In other words, GEP consistently forgoes other course offerings in order to meet GLOBL needs.

For example, Dr. Laney teaches GEP 305: World Regions several times a year for GLOBL. Dr. Baldwin teaches GEP 320: Geopolitics every Spring for GLOBL.

GEP has also restructured some of its courses to serve GLOBL. For example, it recently refashioned its US-focused *Urban Geography* course into *Globalization and the City*. That new course now examines urbanization through a global lens and serves as a Concentration course for GLOBL.

As retirements in GEP occur, it will be important for GEP to replace its globally-oriented faculty with similar expertise. Otherwise, GLOBL's long-term viability is in jeopardy.

For example, **we foresee a significant challenge in the near future. Dr. Baldwin is shifting to part time this upcoming year, and will retire sometime over the next few years.** With his retirement, his courses (including GEP 320: Geopolitics, GEP 322: Globalization and Environments, GEP 324: Climate Change and Society, and GEP 370: Latin America) are no longer assured.

4. Indirect Faculty Support from across the University

As an interdisciplinary major, GLOBL is inherently dependent on courses (and faculty) from across the University. GLOBL's strength hinges on SSU maintaining a cadre of faculty who have the expertise to teach globally-oriented courses. Without those faculty, GLOBL cannot continue.

As hinted at above in **Section II(d)**, over the last few years, several (unreplaced) retirements in History and other departments forced GLOBL to discontinue its Europe, Latin America, and Asia Concentrations. This experience highlights GLOBL's precarious position. For GLOBL to remain viable, the University must hire faculty with global expertise, particularly in the Social Sciences.

Since GLOBL has no power over faculty hiring decisions, **the major needs leadership and commitment from a higher level, such as from the Dean of Social Sciences or from the Provost.** The University needs to encourage departments to hire globally-oriented faculty. Otherwise, the University as a whole will

falter in its **Strategic Priority #3**, which is to cultivate leaders who will build a better society both locally and **globally**.

VI Program Resources

a) Advising support for students

The GLBL coordinator is responsible for all advising. GLBL students use those services quite often, perhaps even more frequently than typical of other majors. In the Senior Exit Survey, 76% of students reported seeking advising at least 1-2 times per semester (n=55). Another 22% sought it less frequently, but only 2% did not seek face-to-face advising at all.

1. Advising responsibilities

Advising is particularly intensive for GLBL students for several reasons:

- As an interdisciplinary major, GLBL draws on courses from many Departments and Schools. Many students need extra help navigating that complexity.
- Many departments offer one-off specialty courses that can be relevant to GLBL. Each semester, we have to survey course availability from across the schools and communicate that information to students.
- Several Departments in the GLBL curriculum are impacted, or their courses are reserved for majors only (e.g. Business, Sociology, Communications, and Political Science). Every semester, we have to make special arrangements for GLBL students to get into those courses. Or, we have to explain to students the special procedures they need to follow to get in.
- Most GLBL students consider studying abroad, and those students need long advising sessions. They need help understanding how that experience integrates with the GLBL major and how it can support their future careers. Those conversations are very long and very personal.
- Students who are studying abroad need advising while abroad. We have many email conversations that are quite idiosyncratic to their circumstances.
- All students must have an internship that is relevant to their career aspirations. Approving those internships often involves long conversations about their personal career goals and the wide range of possibilities that they should consider, especially in an international context.

2. Career advising

Historically, GLBL students have received career advising in two places: during one-on-one advising with the GLBL coordinator, and during GLBL 350a, the Introduction to Community Service Internship course. In the latter, students explored careers a little bit before investigating internship options.

As mentioned above in **Section II(d)**, this last year, we deleted GLBL 350a (1 unit) and created a new course called GLBL 310: Professional Development (2 units). That new course upgrades our career advising services significantly (See **Appendix D: Curriculum Map for GLBL/GEP 310**). Students now take several weeks to explore career options. Perhaps more importantly, they learn about the various services that we have on campus to help them (through expert advisors and through computer software). In addition, students develop professional materials, such as resumes and cover letters, and they conduct mock interviews.

3. Assessing advising

In the Senior Exit Survey, we asked students to report on how often they sought advising (reported above), and whether they found that advising helpful (**Appendix E**). On average, students gave advising a score of 3.5 on a Likert scale (4 levels).

b) Department-level support services

GLBL receives administrative support through GEP. Staff support is strong, meeting GLBL needs quite adequately. The major does not have any significant ‘extra’ budgetary needs, and we do not anticipate any special needs in the future.

c. Campus support services

1. Support for Internships

GLBL’s internship program is unique, and its needs are not easy to meet. The major needs internship opportunities within all regions of the world, and within many different disciplinary/career fields. They must also be affordable.

SSU is currently developing a new Internship Policy. We are very concerned about the future of GLBL internships under this new policy. Our main concern centers on the new standards concerning liability/risk management coverage. It is quite possible that the vast majority of internships that GLBL majors have participated in in the past will no longer be eligible.

GLBL students follow five different pathways into their internships, and each pathway involves/requires a different set of support services:

a) Students studying abroad through CSU-IP CSU-IP is in the process of expanding and formalizing an internship program. As that unfolds, students will be able to participate in an internship while abroad under CSU-IP’s liability/risk management umbrella. In this situation, GLBL students will be able to work for organizations that do not have their own liability coverage. Until that program becomes fully available, GLBL students in CSU-IP will be in the same circumstance as those following path **(b)**.

b) Students studying abroad through organizations other than CSU-IP Some GLBL students (typically upper-income students) study-abroad through programs other than CSU-IP. Some of these programs have formal internship programs, and they likely have coverage. Most, however, do not have formal internship programs. In the past, GLBL students have pursued internships independently while studying abroad. Moving forward, these students will need help either 1) verifying that the organizations they want to work for have coverage, or 2) securing alternative coverage.

c) Students seeking international internships through formal for-profit volunteer agencies. These agencies are expensive and are typically only viable for upper-income GLBL students. But they typically have their own liability/risk management coverage. To make this pathway viable for a broader range of students, financial support is critical (discussed below).

d) Students seeking international internships independently Lower-income GLBL students (who cannot afford to study abroad) often search for informal internship/voluntary experiences that they can pursue in the summer. They work with small, grass-roots NGOs doing a wide variety of humanitarian and environmental work. These organizations typically operate on shoe-string budgets and do not have liability coverage. Moving forward, GLBL students on this path

will need help either 1) verifying that the organizations they want to work for have coverage, or 2) securing alternative coverage.

e) Students seeking local/regional internships Low-income GLBL students often search for cross-cultural internships that are local – either near the campus or near their families. We anticipate that they will fall under the responsibility of SSU’s Center for Community Engagement (CCE). Like other SSU students, GLBL students will need help either 1) verifying that the organizations they want to work for have coverage, or 2) securing alternative coverage.

In sum, three of the five pathways outlined above are in jeopardy of shutting down if SSU cannot find a way to help students overcome the liability insurance barrier. Moreover, if that happens, the impact will fall disproportionately on low-income GLBL students.

In addition, GLBL needs clarity on how CCE will serve GLBL. It is apparent that, moving forward, CCE will be a gatekeeper, vetting internship eligibility. It is less clear, however, whether CCE will be able to provide adequate support for the two circumstances described above: **(b)** students who are studying abroad with programs other than CSU-IP; and **(d)** students seeking international internships independently. These GLBL students will be challenging clients, and it is not clear that CCE will have the staffing or resources needed to meet their needs.

2. Advising, Career and Orientation Services

GLBL needs help increasing the visibility of the major to new and undeclared students. We need to collaborate with these programs to ensure that we are producing and distributing the types of informational materials that SSU finds most useful for new students

3. Transition and transfer programs

GLBL needs help making sure that all community colleges are aware of the major, and have accurate, up-to-date information on articulations with GLBL. GLBL has changed its curriculum several times over the last 15 years, and transfer students are not receiving the correct information. They are taking classes that do not apply to the major, and they are missing important opportunities to take classes that will apply.

4. International@SSU

Since many GLBL students study abroad, GLBL works closely with International@SSU to ensure that we are sending students to each other and supporting each other.

About three years ago, GLBL altered its Minor in order to make it easier for SSU students from other majors to “get credit” for courses that they take while abroad. We made the minor an “Area Studies” style program, which aligns closely with the types of courses that are typically available through study-abroad programs. Oddly, since that change, **the number of GLBL minors has actually declined.** GLBL needs to work with International@SSU to understand why that decline has occurred, and make whatever adjustments are necessary to serve SSU students moving forward.

5. Financial support: scholarships

Many GLBL students receive scholarships through the existing Scholarship Program. One of the founders of the GLBL major, Dr. Tony White, has long contributed to a specific Global Studies Scholarship fund.

GLBL has two additional needs that are not being met by the current program.

First, **the GLBL program needs a special scholarship to help low-income students study abroad.** The CSU-IP program is ‘affordable,’ in terms of the tuition. But it is still out of reach for many low-income students because they cannot work during that year. As well, they incur extra expenses (e.g. travel). Extra funds could tip the balance for some low-income students.

Second, **the GLBL program needs a special scholarship to help low-income students participate in international internships.** As explained above, the GLBL internship is an extremely important transformative, skill-building, and resume-building experience. Low-income GLBL students need those opportunities as much as, if not more than, high-income students.

To date, the most common pathway into an internship (described above) for low-income GLBL students has been path **(d)**. That is the most affordable option. Now, with the new Internship Policy, that path may no longer be an option. The pathway that is most likely to endure, **(e)**, is expensive. Low-income GLBL students will need financial help to access those opportunities.

6. Library services

The GLBL program finds current library and information resources adequate to meet its curricular needs.

GLBL does not use library faculty for information literacy or research literacy instruction.

7. IT services

The GLBL program does not have any disciplinary-specific IT needs. It has the same classroom technology needs as most other social science programs. The classroom technology upgrades already being planned will meet GLBL needs.

8. Instructional Spaces

The GLBL program needs classrooms and classroom layouts that facilitate group discussions. GLBL classes are discussion-based, not lecture-based. GLBL and GEP are working with the Stevenson renovation design team to try to establish some classroom layouts that facilitate discussion.

The GLBL program has worked with GEP (and with the Stevenson renovation design team) to ensure that GLBL will have adequate space for its other needs. In the new remodeled building, the GLBL lecturer, Mr. Nardine, will have his own office along with other faculty in GEP.

As well, GLBL will have a Global Studies Center. This room will provide a common workspace for students and faculty working on globally-oriented initiatives. We anticipate working with faculty across departments in this space. For example, the Model UN program, run by Political Science, will be welcome in this space.

VII Student Profile

a) Characterizing GLBL majors

To understand who GLBL majors are and how they differ from students in other majors, we examined why they declared the major. We asked that specific question in the Senior Exit Survey (**Appendix E**). We categorized and tabulated their responses into 6 categories. Their two most frequently cited reasons reveal important insights: they want to explore social issues from a global (not U.S.-focused) perspective; and they want to examine those issues through a wide range of academic lenses (**Table 10**).

Table 10. Reasons Students Declare the Global Studies Major

Statements	%
1. Interest in the world: Desire to understand the world from a global vantage point	34%
2. Academic approach: Cross-disciplinary perspective; holistic view	24%
3. Career: Intend to work internationally or in humanitarian work	19%
4. Study Abroad: The major facilitates studying abroad	19%
5. Introductory coursework: An introductory class spurred interest	9%
6. Travel: Like to travel	8%

n=54. See Appendix E. The total percentage exceeds 100% because some students referred to more than one category

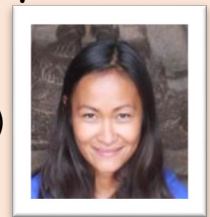
Notably, only about 20% of students choose GBL because they want to pursue an internationally-oriented career.

To help characterize the spirit of GBL students further, we present three brief profiles describing three GBL majors who were honored with distinction at graduation over the last several years:

Johanna Javaluyas: Distinction 2014

Highlights:

- **Major:** Global Studies; **Minor:** Geography
- **Study Abroad:** Chengdu, China & Bangalore, India (one semester each)
- **Service Internship:** Worked for *Earth to City* in Mulalillo, Ecuador
 - Lived in a small farming community for three months
 - Helped promote organic methods of market gardening
 - Helped promote organic products in local farmers markets
- **Additional service**
 - Worked with street children in Bangalore, facilitating their own service initiatives, such as art projects and garbage cleanup



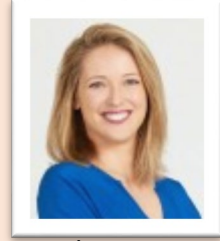
Jibranh Ortega: Distinction 2015

Highlights:

- **Major:** Global Studies; **Minor:** Latin American Studies
- **Service Internship:** Worked for *La Casa del Migrante* in Tijuana, Mexico
 - Lived with migrants in a group shelter for three months
 - Provided orientations and hospitality to migrants (e.g. food, access to medical and legal assistance, and help finding jobs)
 - Helped raise awareness of migrant issues through various local media in Tijuana
- **Additional service**
 - Recruited volunteers for *La Casa del Migrante* upon return
 - Served as a student Leader for SSU's delegation to the Model UN



Brooke Penfold: Distinction 2018



Highlights:

- **Double Major:** Global Studies & Spanish
- **Study Abroad:** CSUIP: Santiago, Chile
- **Service Internship:** Worked *Fondacio Chile* in Santiago, Chile.
 - Worked with persons with physical and mental disabilities in an ergonomic greenhouse to grow medicinal herbs
 - Participated in an after-school program helping kids with homework and organizing educational activities
 - Worked with the homeless, distributing donations, preparing meals, and socializing with members of the community
- **Additional service**
 - Volunteered as a teaching assistant at a bilingual school
 - Volunteered as a tutor teaching citizenship, ESL, and computer classes to immigrants throughout Sonoma County
 - Helped organize donations to the American Red Cross after the Tubbs Fire

GLBL majors are adventurous and ambitious in their endeavors, and they clearly want to make the world a better place.

b) Pathways into and out of the major (retention)

On average, about 76% of GBLB majors come to SSU as first-time freshmen, and 23% come as transfers (**Table 11**). Yet, very few freshmen enroll at SSU as GBLB majors. And of those who do, very few stick with it. For example, from 2016-2018, of the 14 SSU graduates who originally entered SSU as Global Studies majors, only 3 (20%) stay in it. The rest switched out (**Table 12[path out]**).

Table 11. Majors and Student Admin Type

	Majors	First Time Freshmen	Transfers
2008	53	36 (68%)	16 (30%)
2009	77	60 (78%)	16 (21%)
2010	84	66 (79%)	15 (18%)
2011	87	68 (78%)	19 (22%)
2012	76	57 (75%)	19 (25%)
2013	68	52 (76%)	15 (22%)
2014	42	31 (74%)	11 (26%)
2015	42	34 (81%)	8 (19%)
2016	41	33 (80%)	8 (20%)
2017	45	35 (78%)	9 (20%)
2018	33	24 (73%)	9 (27%)
2019	31		
AVERAGE		45 (76%)	13 (23%)

Many students who graduate as GBLB majors start out as undeclared, but most actually start out as another social science majors of some kind (**Table 12 [path in]**). This evidence suggests that **“on-campus discovery” is the most important pathway into the GBLB major.**

Notably, the major does not have any lower division courses in the general education curriculum to help facilitate that discovery. Students have to find it through other ways.

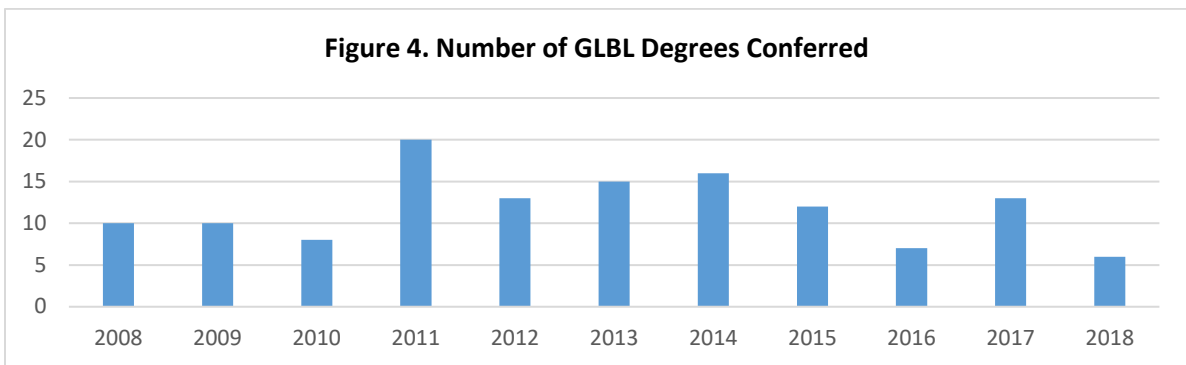
Table 12. Pathways in and out of GLBL (2016-2018)

PATH IN: [Original major of first-time freshmen who graduated as GLBL majors]		PATH OUT: [Final major of first-time freshmen originally admitted to SSU as GLBL]	
Global Studies	3	Global Studies	3
Undeclared	5	Biology	1
Sociology	1	Computer Science	1
Political Science/Government	1	Early Childhood Studies	1
History	3	Economics	1
GEP	1	Environmental Studies/Environmental Science	1
Criminology and Criminal Justice Studies	2	Geography, Environment & Planning	1
Communications	1	Liberal Studies and Teacher Credential (Blended)	1
English	2	Political Science/Government	3
Liberal Studies and Teacher Credential (Blended)	1	Spanish	1
Electrical Engineering	1		
Business Administration	1		
	Total: 19		Total: 14

Data Source: CSU Dashboard

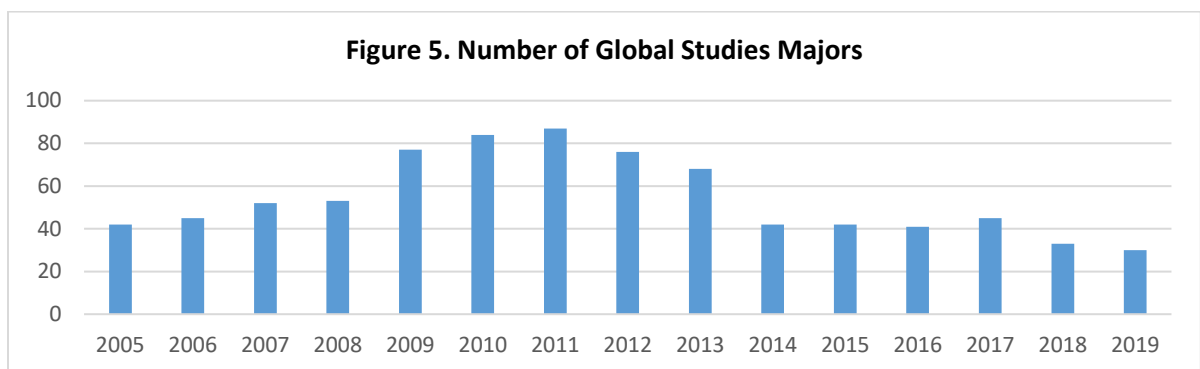
c) Program Demand: trends, implications, and responses

Since 2008, SSU has conferred 130 Global Studies degrees, averaging 10-12 graduates per year (**Figure 4**).



1. Trends

Over the last 15 years, the major has averaged about 54 students, with a peak in 2011 at 87 majors (**Figure 5**). That graph reveals a very specific story. In 2009, the major experienced a significant bump, with 24 new majors. All of those extra students came to SSU as first-time freshmen, although not necessarily as GLBL majors to begin with (**Table 11**). They induced a 4-5-year bump in majors that lasted through 2013. Once they graduated, the number of majors dropped back down (**Figure 5**).



It is not clear why that bump occurred. That year (2009) does not coincide with any obvious changes in SSU enrollments, or with any change in GLBL marketing strategies, or with any shifts within Advising Services. It is a mystery.

Removing that bump from the analysis, GLBL majors averaged around 40 students through 2017 (**Figure 5; Table 12**).

Since 2018 there has been a decline. The number of majors has dropped to the low 30's. That decline began among transfers around 2015, and it hit among first-time freshmen in 2018 (**Table 12**).

It should also be noted that most students do not declare GLBL until their Junior year. So, most majors (65-70%) are upper classmen (**Table 13**). If more students declared earlier, the total number of majors would be higher.

	Lower Division	Upper Division
2012	26%	74%
2013	30%	70%
2014	33%	67%
2015	36%	64%
2016	35%	65%
2017	37%	63%
2018	31%	69%

Data Source: CSU Dashboard

2. Understanding and reversing the decline

We have no direct evidence to explain why the recent decline is occurring. But, since most students discover GLBL on campus, we believe that four issues are behind the trend, each of which we address in the Action Plan.

a) Visibility on-line: GLBL lost visibility in 2017 when Geography merged with ENSP and the Department of Geography and Global Studies became the Department of Geography, Environment and Planning. Global Studies is still treated as an independent Degree Program on the SSU website, but it lost its top billing in department name.

b) Visibility through the Advising Center, Career Center and Orientation Programs: Over the last several years, the Advising Center has undergone staffing changes and reorganizations. GLBL has not kept in close contact with staff in those office to ensure that they have the materials they need to advertise Global Studies to potential students.

c) Visibility through International@SSU: Many students learn about GLBL when they investigate the possibility of studying abroad. GLBL may have lost some visibility (or vitality) among staff in that office.

d) Messaging Our marketing approach may not align with student interests. At present, we emphasize the major's suitability for students pursuing an international career. That pitch aligns with the major's language-proficiency requirement, its cross-cultural experience requirement, and its global-oriented curriculum. However, as discussed above in **Section II(c)**, most students want to pursue careers in the United States. **We need to adjust the sales pitch to emphasize the major's suitability for those students who want to think global but act local.**

3. Implications of being a small major and strategies to increase resilience

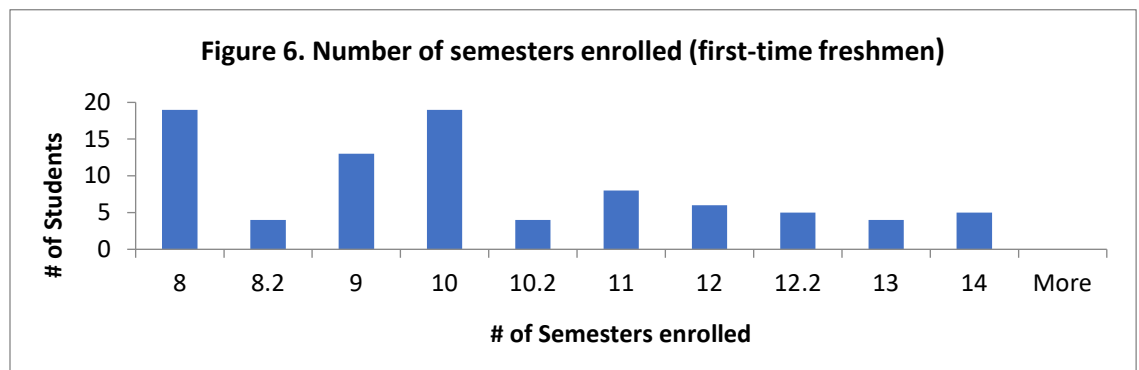
Even when the major was fairly large (e.g., over the 2009-2013 time period), enrollments in the senior capstone courses did not exceed 15-20 students. It is extremely expensive (in terms of WTU) to mount such small classes.

We magnified the problem when we decided to delete GBL 200/300 (GE courses) and shift the WTU into a year-long capstone course (GLBL 490/491) for majors only. This change is described in detail in [Section II\(d\)](#). GBL 490/491 became extremely expensive and susceptible to cancellation. That is one of the main reasons we integrated and cross-listed GBL 310 and GBL 490/491 with parallel GEP courses.

d) Years enrolled (and units completed) to graduation

1. First-time Freshmen

On average, first-time freshmen take 5 years (10 semesters) to graduate, but there is a very wide-range in ‘time to graduation’ ([Figure 6](#)).



About 26% graduate in 4.2 years, with the 0.2 representing an extra summer ([Table 14: cumulative %](#)). Some students need that extra summer to complete their internship. Just over 40% graduate in 4.5 years, and 68% by 5.2 years ([Table 14](#)).

Graduation in	Students (%)	Cumulative %
4 years (8 semesters)	21.8	21.8
4.2 years (8 semesters + summer)	4.6	26.4
4.5 years (9 semesters)	14.9	41.4
5 years (10 semesters)	21.8	63.2
5.2 years (10 semesters + summer)	4.6	67.8
5.5 years (11 semesters)	9.2	77.0
6 years (12 semesters)	6.9	83.9
6.2 years (12 semesters + summer)	5.7	89.7
6.5 years (13 semesters)	4.6	94.3
7 years (14 semesters)	5.7	100.0

Data source: SSU database
n=87 (graduates from 2011 – F2018; 3 students omitted due to extended absences. The summer semester = 0.2 year.

To understand why so many GBL majors take 5 years to graduate, we separated them into three ‘time-to-graduation’ brackets reflecting approximately 4, 5 and 6 years to graduation. We then examined whether they studied abroad and/or double-majored or minored in another degree ([Table 15](#)).

Among students in Bracket 1 (~4 years to graduate), about 43% studied abroad without pursuing a second major/minor. Among those in Bracket 2 (~5 years), most studied abroad (57%) **and** were highly likely to pursue a second major/minor. This evidence suggests that adding a second major/minor delays graduation more than studying abroad.

Table 15. Academic Experiences within ‘time-to-graduation’ brackets

Bracket	Years (semesters) to graduate	# students	Study Abroad		Double majors/minors	
			Yes	No	Yes	No
1	4-4.2 (8 - 8+summer)	23	43%	57%	22%	78%
2	4.5-5.2 (9 - 10+summer)	35	57%	43%	60%	40%
3	5.5-6.2 (11 – 12+summer)	18	33%	67%	33%	67%

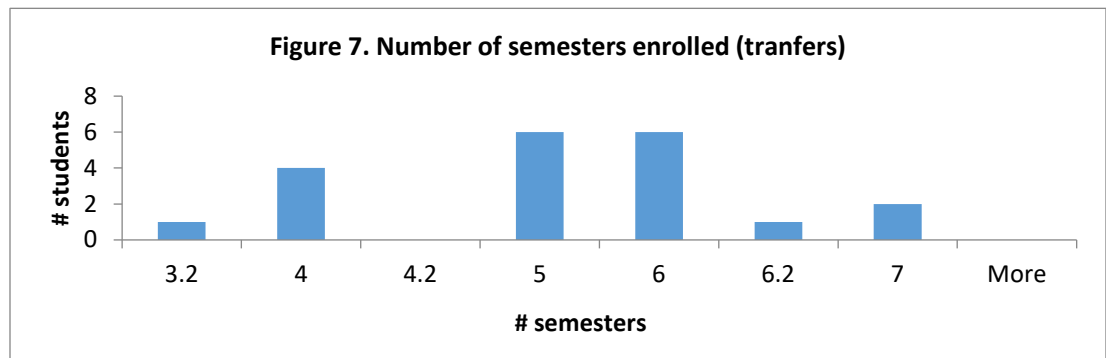
Data Source: SSU database
n= 76 (Graduates from 2011 – 2018 who graduated within 6.2 years)

Focusing on the students who took even longer to graduate (Bracket 3, ~6 years), most of these students did not study abroad or add an extra major/minor. This evidence suggests that other factors, such as work, sports or other personal issues delayed their graduation.

Data from the CSU Dashboard support this interpretation. Among SSU students who graduate in 4 years, their average total number of units earned by graduation equals 128. Among those who graduate in 6, their average total number of units earned is 133. Students taking 6 years to graduate are only taking about 5 units more than those who graduate in 4 years.

2. Transfers

On average, transfer students take 2.5 years (5 semesters) to graduate, but there is a very wide-range in ‘time to graduation’ among these students as well. The vast majority graduate in 2.5-3 years, or 5-6 semesters (Figure 7).



Among transfers, about 30% study abroad, with about half staying abroad for a year, and the other half staying for only a semester. There is no discernable difference in time-to-graduation between those who study abroad and those who do not. As well, very few transfers pursue an additional degree. Hence, other factors must explain why some transfers need an extra semester or year to graduate.

If the explanation lies in the GLOBL curriculum, the foreign language requirement is the obvious requirement to consider more closely. Some transfers decide to ‘start over’ with a new language, and that decision necessarily adds 16 units of course work to their load. The GLOBL advisor makes sure that they make that decision very carefully and purposefully.

e) Student Profile: educational and demographic trends

Most GLOBL majors (67%) are female (**Table 16**). About 40% are white, and another 24% are Hispanic. About 25% are Pell eligible.

The only broad trend in those figures is the fact that the number of Hispanic majors may be increasing. The pattern is not clear, however, since a large percentage of students were of unknown race in the early 2000's (**Table 16**).

Table 16. GLOBL Student Demographic Trends

	Total Majors	SOCIO-ECON STATUS		RACE			GENDER	
		First Gen	Pell Eligible	White	Hispanic	Unknown	Female	Male
2008	53	nd	nd	21 (40%)	2 (4%)	29 (55%)	38 (72%)	15 (28%)
2009	77	3 (4%)	13 (17%)	32 (42%)	5 (6%)	35 (45%)	52 (68%)	25 (32%)
2010	84	13 (15%)	23 (27%)	33 (39%)	13 (15%)	31 (37%)	55 (65%)	29 (35%)
2011	87	13 (15%)	28 (32%)	35 (40%)	12 (14%)	32 (37%)	54 (62%)	33 (38%)
2012	76	13 (17%)	18 (24%)	31 (41%)	16 (21%)	16 (21%)	51 (67%)	25 (33%)
2013	68	16 (24%)	18 (26%)	22 (32%)	20 (29%)	12 (18%)	43 (63%)	25 (37%)
2014	42	9 (21%)	11 (26%)	17 (40%)	15 (36%)	3 (7%)	24 (57%)	18 (43%)
2015	42	8 (19%)	8 (19%)	17 (40%)	15 (36%)	3 (7%)	31 (74%)	11 (26%)
2016	41	8 (20%)	4 (10%)	16 (39%)	15 (37%)	0	29 (71%)	12 (29%)
2017	45	9 (20%)	12 (27%)	17 (38%)	17 (38%)	0	33 (73%)	12 (27%)
2018	33	3 (9%)	12 (36%)	16 (48%)	10 (30%)	0	23 (70%)	10 (30%)
	AVE	10 (16%)	15 (24%)	23 (40%)	13 (24%)		39 (67%)	20 (33%)

Data Source: CSU Dashboard

f) Post-graduation

We looked up 110 GLOBL graduates on LinkedIn, and were able to find 70. We categorized them into three broad job categories, noting a few subfields as well (**Table 17**).

Table 17. GLOBL Graduate Jobs by Category

Orientation	(subfield)	% Graduates
1. Non-profit, Community, Social, Environmental Development		20
2. Professional		24
	(Teacher)	(10)
	(Law/Govnt/Policy)	(14)
3. Business		53
	(Tourism)	(4)
4. Other		3

n=70

Results show that the majority of graduates (53%) have found jobs in business-related fields (**Table 17**). That result is significantly out of sync with their career statements. As GLOBL seniors, very few imagine following that trajectory (**Table 9**). About 20% of graduates have pursued jobs in the non-profit sector in community/social/environmental development (**Table 17**). That figure stands in stark contrast to the 53% of GLOBL seniors who aspired to that type of career (**Table 9**).

There are at least two possible interpretations for that latter result. GLOBL graduates may be applying for those jobs and not getting them because their degree is not preparing them to be competitive in community/social development. Or, they may be changing their minds and not applying for those jobs after graduation.

Anecdotally, in reviewing their job histories, it was clear that a subset of graduates went on to get a Master’s degree in public/non-profit administration. Those graduates eventually secured higher-level jobs in that career field and they are sticking with it. Most graduates have not pursued those higher degrees. Many of them started out in a low-level job in community/social development, but they migrated into the business sector.

Of the 70, only 13% are living and working abroad, or working in a field that has a significant global focus. These results lend further support to the view that most GLOBL students at SSU are attracted to the major for its broad academic perspective. They are not choosing it as a first step towards a globally-oriented career.

VII Summary and Plan of Action

a) Summary

In **Highlight 6**, we showcase just a few of the strengths in the GLOBL Program, all of which we identify and discuss at length in this Self Study. These successes expose the exceptionally high “return on investment” that SSU garners from the Global Studies Program.

GLOBL operates almost entirely on resources that already exist within SSU. This strategy is most obvious in its curriculum. GLOBL leverages globally-oriented faculty and courses that other departments support. It also taps into CSU-IP quite heavily, with a large number of GLOBL students studying abroad through

Highlight 6: Summary of Strengths and Successes Across the GLOBL Program

A. The Program

- | | |
|--|--------------|
| 1. Students develop a global, holistic, interdisciplinary understanding of the world | Section I(a) |
| 2. Over 50% of students study abroad | Section I(a) |
| 3. Over 80% of students have an international, cross-cultural experience. | Section I(a) |

B. Curriculum

- | | |
|--|-----------------|
| 4. The curriculum leverages globally-oriented faculty expertise across SSU | Section III(a) |
| 5. By encouraging study abroad, the major leverages faculty expertise from across the world | Section III(a) |
| 6. Cross-listing two key GLOBL and GEP courses has saved resources and increased resiliency | Section II(d) |
| 7. By graduation, most students meet target for the program learning outcomes (PLOs) | Section IV(a,b) |
| 8. The capstone project solidifies strong analytical, collaborative and problem-solving skills | Section II(d) |
| 9. Internship criteria are rigorous, pushing students beyond typical undergraduate experiences | Section III(f) |
| 10. Students have a profound, transformative experiences, both personally and professionally | Section IV(b) |

C. Student Profile

- | | |
|---|----------------|
| 11. GLOBL students are adventurous and ambitious, and want to make the world a better place | Section VII(a) |
| 12. Students are able to study abroad for a year and still graduate in 4 years | Section VII(d) |

D. Faculty

- | | |
|--|--------------|
| 13. SSU supports the program with 4 units of assigned time for the GLOBL coordinator | Section V(d) |
| 14. SSU faculty have been extremely generous to GLOBL students with their time and expertise | Section V(b) |

that program (**Figure 1**). In other words, GLOBL’s primary approach to long-term sustainability is to tap into existing resources.

Moreover, when GLOBL seeks to strengthen its program, it does so by building on common interests across campus. That strategy is exemplified most clearly in its recent move to cross-list its capstone and professional development courses with GEP. That was a win-win move for both programs and increased resiliency for both.

In **Highlight 7**, we summarize our concerns for the program, explained at length in this Self Study.

Highlight 7: Summary of Weaknesses and Concerns Across the GLOBL Program	
A. Curriculum	
1. Alignment with other GLOBL programs: Need a lower division, introductory GLOBL course	Section III(b)
2. Alignment with other GLOBL programs: Need an international political economy course	Section III(b)
3. PLO2 (Analysis) : Need to develop stronger analytical skills.	Section IV(a)
4. PLO3 (Communication) : Need more opportunities to develop oral communication skills	Section III(e)
5. PLO3 (Communication) : Need more opportunities to develop collaboration skills	Section III(e)
6. PLO3 (Communication) : Need to develop stronger writing skills	Section IV(a)
7. Program Goal 3. Need to prepare students better for stateside careers in social development	Section IV(b)
8. Program Goal 3: Need to strengthen graduates’ eligibility for Peace Corps	Section IV(b)
B. The Internship Program (PLO4: Experience)	
9. Students need to show more self-initiative and reflect more deeply on their future careers	Section IV(b)1
10. Internship criteria need to allow for a wider range of career aspirations	Section IV(b)2
11. International internships need to be more affordable for low-income students	Section IV(b)2
12. SSU’s risk management policy needs to allow/support affordable international internships	Section VI(c)1
C. Students	
13. Need to reverse the decline in majors	Section VII(c)
D. Faculty	
14. SSU needs to retain globally-oriented faculty across the University	Section V(b)

b) Action Plan for next 5 years

In response to the four broad areas of concern outlined above, GLOBL plans to focus on four broad goals over the next 5 years: 1) modify the curriculum to strengthen PLOs and align more closely with other GLOBL programs; 2) strengthen its internship program; 3) reverse the decline in GLOBL majors; and 4) reverse the decline in globally-oriented faculty at SSU.

Notably, most items in this action plan leverage existing resources. In the single case in which we advocate for a new course, we suggest one that can contribute to many departments across the university. In just a few special situations, we highlight ways in which GLOBL students would benefit from new resources, such as a scholarship fund for study abroad.

1) Modify the curriculum to align more closely with other GLBL programs and strengthen PLOs

1. Explore the potential for GLBL to manage a section of **SSCI 229: Thinking Like a Social Scientist**.

The course could strengthen several weaknesses in the GLBL curriculum. It would:

- a. Align GLBL more closely with GLBL programs at other universities (Concern 1)
- b. Introduce analytical thinking through a multi-disciplinary lens (PLO2) (Concern 3)
- c. Introduce collaboration skills (PLO3) (Concern 5)
- d. Strengthen oral and written communication (PLO3) (Concerns 4 & 6)
- e. Recruit potential majors; (Concern 13)
- f. Articulate with lower-division GLBL courses from community colleges

The specific section we propose to ‘manage’ would remain part of the University’s Sophomore Year Experience (SYE). But it would also be a requirement for all GLBL majors. **SSCI 229** is a GE Area D course. The School of Social Sciences supports it directly. The course catalog description clarifies its goals and content:

SSCI 229: Thinking like a Social Scientist: Learn to use different social science perspectives to investigate questions about issues that matter to you: climate change, immigration, campus food & housing security, natural disasters, school shootings, presidential power, and more. Develop focused exploration skills and relationships to support the second half of your college career. Design and present a research proposal, honing skills you will use in upper-division GE, major classes, and your career. GE D.

This course is especially suitable for the GLBL Program because it is inherently interdisciplinary and because it focuses on social and environmental problems. We propose orienting one section’s curriculum more expressly towards global social issues. Ideally, it would be taught by our GLBL instructor, Mr. Nardine. We expect GLBL majors to take up no more than 20-25% of available seats.

This course would replace GLBL 200 and GLBL 300, which we had to discontinue for various reasons.

2. Explore the potential for SSU to offer an international political economy course (Concern 2)

This course could serve several majors, including GLBL, Economics, Business, Political Science, Sociology, GEP, and Anthropology. To date, no single department has had the resources to mount such a broadly useful course on its own. Such a course requires school- and university-level leadership and collaboration. It may also require funding.

We propose that the School of Social Sciences collaborate with the School of Economics and Business to share the cost of mounting the course once a year (2 WTU per year per school). We would market the course across schools, encouraging departments to add the course as a requirement or elective in their majors. Instructors could be drawn from several departments, including Economics, Political Science and GEP.

For GLBL, this course would fill in a significant hole in the curriculum – a global economic perspective. It would also align GLBL more closely with programs at other universities.

3. Explore the potential to add courses on U.S.-based social development and non-profit management (Concern 7)

We will explore opportunities to add courses from Sociology, WGS, NAMS, AMCS or other suitable majors that address community development and social justice in the U.S. context.

We will also explore opportunities to add courses from Business or Public Policy that are relevant to non-profit organizational management.

4. Explore the potential for SSU to reapply as a Peace Corp Prep Institution and strengthen GBLB curriculum around Peace Corps work areas. **(Concern 8)**

We are in contact with Peace Corps, and we will pursue any opportunity to become a Peace Corps Prep Institution.

2) Strengthen the internship program

5. Modify prompts and protocols to strengthen **PLO4** learning outcomes **(Concern 9)**

To increase the number of students meeting target for **PLO4** outcomes (especially in the areas of self-initiative/leadership and career development) we intend to modify our internship protocols in two main ways:

a. We will draw students' attention to the leadership goals earlier and more consistently during their experience. For example, we could institute a 'check in protocol' midway through the internship, including a prompt to encourage them to search for (and report back on) opportunities for self-initiative and leadership.

b. We will include a more prescriptive template with their final essay prompt. The template will include subheadings that address each **PLO4** learning outcome, including a reflection on how the experience informed their career aspirations. That approach might push students to reflect harder on each of these issues.

6. Adjust the goals of the program to support a wider range of career aspirations **(Concern 10)**

We will consider allowing internships that 1) do not involve direct contact with the client; 2) are primarily clerical in nature; and 3) are conducted in English. Importantly, students will still need to explain (in advance) how the internship advances their career goals.

7. Explore opportunities to support low-income students who would like to study abroad and/or pursue an international internship **(Concern 11)**

We will work with SSU's Development and Scholarship Programs to explore possibilities.

We will also develop a database of eligible, affordable international internships that can circumvent the need to go through for-profit volunteer agencies.

8. Advocate for an internship/risk management policy that keeps as many affordable, high-value international and stateside internships available as possible **(Concern 12)**

We will advocate for SSU to:

a) follow the CSU-IP model and cover SSU students under its own liability/risk management umbrella in as many circumstances as possible

b) work with SSU's insurer to develop an affordable, supplementary insurance package that students can purchase

3) Reverse the decline in majors

9. Increase GLBL visibility across campus and proactively market the major **(Concern 13)**

- a. We will work with the Advising Center's new professional advisor, Derek Bradly, to update and improve GLBL's informational materials and disseminate them effectively
- b. We will collaborate with the Career Center to upgrade our informational materials. We will also work with them on their Career Ready Initiative to map out how the GLBL major prepares students for a wide variety of careers.
- c. We will talk with the undeclared advisors to ensure that they are fully informed and comfortable with recommending the GLBL major
- d. We will participate in (or contribute materials to) Summer Orientation in order to ensure that GLBL is visible to new students
- e. We will work with Transition and Transfer Programs to confirm that all community colleges are aware of GLBL at SSU, and that they have the correct articulation information
- f. We will work with Academic Programs and IT to increase GLBL's visibility on SSU web pages and any other sources of information available to on-campus students and potential transfers
- g. We will work with International@SSU to confirm that they have the materials they need to encourage students who want to study abroad to consider GLBL as a major or minor.

4) Reverse the decline in globally-oriented faculty at SSU

10. Advocate for globally-oriented faculty **(Concern 14)**

We will take every opportunity available to advocate for leadership at the Dean and Provost levels on this issue. To meet its educational mission, SSU needs to maintain a strong cadre of globally-oriented faculty across the University. Departments do not always keep broader issues in mind during their hiring decisions. We need higher-level leadership as well.

VIII Appendices

Appendix A. Course History Analysis

In 2017, we assessed the availability of Foundation and Concentration courses from Fall 2010 to 2016. Courses offered less than 35% of semesters are noted with an asterisk.

Table 18. Availability of Foundation Courses between 2010-2016

Course	Category	F10	SP11	F11	SP12	F12	SP13	F13	SP14	F14	SP15	F15	SP16	F16	Avail (%)
SPAN 101	Found 1	1	1	1	1	1	1	1	0	0	1	1	0	1	77
SPAN 102	Found 1	1	1	1	1	1	1	1	1	1	1	1	1	1	100
SPAN 201	Found 1	1	1	1	1	1	1	1	1	1	1	1	1	1	100
SPAN 202	Found 1	1	1	1	1	1	1	1	1	1	1	1	1	1	100
FR 101	Found 1	1	0	1	0	1	0	0	1	1	1	1	0	1	62
FR 102	Found 1	0	1	0	1	0	1	0	1	0	1	0	1	0	46
FR 201	Found 1	1	0	1	0	1	0	1	0	1	0	1	0	1	54
FR 202	Found 1	0	1	0	1	0	1	0	1	0	1	0	1	0	46
GER 101	Found 1	1	0	1	1	1	0	1	1	1	1	1	0	1	77
GER 102	Found 1	1	1	0	1	1	1	0	1	0	1	0	1	0	62
GER 200	Found 1	1	0	1	0	1	0	1	0	1	0	1	0	1	54
ANTH 203	Found 2	1	1	1	1	1	1	1	1	1	1	1	1	1	100
GEP 203	Found 2	1	1	1	1	1	1	1	1	1	1	1	1	1	100
ENSP 200	Found 3	1	1	1	1	1	1	1	1	1	1	1	1	1	100
GEOG 201	Found 3	1	1	1	1	1	1	1	1	1	1	1	1	1	100
HIST 202	Found 4	1	1	1	1	1	1	1	1	1	1	1	1	1	100
HIST 380	Found 4	1	1	1	1	1	1	1	1	1	1	1	1	1	100
POLS 303	Found 5	1	1	1	1	1	1	1	1	1	1	1	1	1	100
POLS 304	Found 5	1	1	1	1	1	1	1	1	1	1	1	1	1	100
POLS 315	Found 5	1	1	1	1	1	1	1	1	1	1	1	0	0	85
POLS 452	Found 5	1	0	0	0	0	1	0	1	0	0	1	0	1	38
ENGL 304	Found 6	0	0	0	0	0	0	1	0	1	0	1	0	1	31 *
PHIL 302	Found 6	1	1	1	1	0	1	0	1	1	1	1	1	1	85
POLS 307	Found 6	0	0	0	0	0	0	0	1	0	1	0	1	0	23 *
SOC 431	Found 6	1	1	1	1	1	1	1	1	1	1	1	1	1	100
ECON 204	Found 7	1	1	1	1	1	1	1	1	1	1	1	1	1	100
ANTH 352	Found 8	1	0	1	0	1	0	1	0	0	1	0	0	0	38
GEOG 322	Found 8	1	0	1	0	1	0	1	0	0	0	1	0	0	38
GLBL 300	Found 8	1	0	1	0	1	0	1	0	1	0	1	0	1	54
WGS 385	Found 8	1	0	1	0	1	0	1	0	1	0	1	1	1	62

Table 19. Availability of Concentration Courses between 2010-2016: Environ Policy & Development

Course	Category	F10	SP11	F11	SP12	F12	SP13	F13	SP14	F14	SP15	F15	SP16	F16	Avail	
ANTH 345	ENVIRO	0	0	0	1	0	0	0	0	0	0	0	0	0	8	*
COMS 323	ENVIRO	0	1	0	0	0	0	0	0	0	0	0	0	0	8	*
ENSP 302	ENVIRO	1	1	1	1	1	1	1	1	1	1	0	1	1	92	
ENSP 303	ENVIRO	1	1	1	1	1	0	1	1	1	1	0	0	0	69	
ENSP 306	ENVIRO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*
ENSP 307	ENVIRO	1	0	1	0	1	0	0	1	1	0	1	1	1	62	
ENSP 310	ENVIRO	1	1	1	1	1	0	1	1	1	1	1	1	1	92	
ENSP 315	ENVIRO	1	0	1	0	1	0	1	0	1	0	0	0	1	46	
ENSP 322	ENVIRO	1	0	1	1	0	1	0	1	0	1	0	1	0	54	
ENSP 330	ENVIRO	1	0	1	0	1	0	1	0	1	0	1	0	1	54	
ENSP 401	ENVIRO	0	1	0	1	0	1	0	1	0	1	0	1	0	46	
ENSP 416	ENVIRO	1	0	1	0	1	0	1	0	1	0	1	0	0	46	
ECON 381	ENVIRO	1	0	1	0	1	0	1	0	1	0	1	0	1	54	
GEOG 322	ENVIRO	1	0	1	0	1	0	1	0	0	0	1	0	0	38	
GEOG 340	ENVIRO	0	0	0	0	0	1	0	0	0	0	1	0	0	15	*
GEOG 345	ENVIRO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*
GEOG 372	ENVIRO	0	1	0	0	0	1	0	0	0	1	0	0	0	23	*
SOCI 482	ENVIRO	1	0	1	0	1	0	1	0	0	1	0	0	0	38	
ANTH 352	DEVELOP	1	0	1	1	1	0	1	0	0	1	0	0	0	46	
ANTH 354	DEVELOP	0	1	0	0	0	1	0	0	0	0	0	0	0	15	*
BUS 393	DEVELOP	1	1	1	1	1	0	1	0	1	0	1	0	1	69	
BUS 394	DEVELOP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*
COMS 321	DEVELOP	0	0	0	0	0	0	0	1	0	0	0	0	1	15	*
ECON 303	DEVELOP	1	0	0	0	0	1	1	1	0	1	0	1	1	54	
ECON 403a	DEVELOP	0	0	1	0	0	1	0	0	1	0	0	1	0	31	*
ECON 403b	DEVELOP	0	1	0	0	0	0	1	0	0	1	0	0	0	23	*
ENSP 330	DEVELOP	1	0	1	0	1	0	1	0	1	0	1	0	1	54	
GEOG 322	DEVELOP	1	0	1	0	1	0	1	0	0	0	1	0	0	38	
GEOG 335	DEVELOP	0	0	0	1	0	0	0	0	1	0	0	0	0	15	*
GEOG 345	DEVELOP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*
POLS 304	DEVELOP	1	1	1	1	1	1	1	1	1	1	1	1	1	100	
POLS 345	DEVELOP	0	1	0	1	0	1	0	1	0	1	0	1	0	46	
POLS 447	DEVELOP	1	0	0	1	0	0	0	0	1	0	0	0	0	23	*
POLS 448	DEVELOP	0	0	1	0	0	0	0	1	0	0	1	0	0	23	*
POLS 452	DEVELOP	1	0	1	0	0	1	0	1	0	0	1	0	1	46	
POLS 498	DEVELOP	1	0	1	1	1	1	1	1	1	1	1	1	1	92	
WGS 385	DEVELOP	1	0	1	0	1	0	1	0	1	0	1	1	1	62	

Table 20. Availability of Concentration Courses between 2010-2016: Europe

Course	Category	F10	SP11	F11	SP12	F12	SP13	F13	SP14	F14	SP15	F15	SP16	F16	Avail	
HIST 410	EURO 1	1	0	0	0	0	0	1	0	0	0	0	0	0	15	*
HIST 411	EURO 1	0	1	0	0	0	0	0	1	0	0	0	0	0	15	*
HIST 412	EURO 1	0	0	0	1	0	0	1	0	0	0	1	0	0	23	*
POLS 350	EURO 1	0	1	0	0	1	0	0	0	0	1	0	0	0	23	*
POLS 345	EURO 1	0	1	0	1	0	1	0	1	0	1	0	1	0	46	
HIST 426	EURO 2	0	1	0	0	0	1	0	0	0	0	0	0	0	15	*
HIST 428	EURO 2	0	0	1	0	0	0	0	1	0	0	0	0	0	15	*
ENG 240	EURO 2	0	1	0	0	0	0	0	0	0	0	0	0	0	8	*
ENG 448	EURO 2	1	1	0	0	1	0	0	0	0	1	0	0	0	31	*
HIST 498	EURO 2	1	1	1	1	1	1	1	1	1	1	1	1	1	100	
FREN 320	EURO 3	0	0	1	0	0	0	1	0	0	0	1	0	0	23	*
FREN 321	EURO 3	1	0	0	0	1	0	0	0	1	0	0	0	1	31	*
FREN 411	EURO 3	0	1	0	0	0	1	0	0	0	1	0	0	0	23	*
FREN 415	EURO 3	0	1	0	0	0	1	0	0	0	1	0	0	0	23	*
HIST 420	EURO 3	0	0	0	0	1	0	0	0	0	1	0	0	1	23	*
HIST 498	EURO 3	1	1	1	0	1	1	1	1	1	1	1	1	1	92	
HIST 382	EURO 4	0	0	0	0	1	0	0	0	1	0	0	0	0	15	*
HIST 398	EURO 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*
HIST 422	EURO 4	0	1	0	0	0	1	0	0	0	0	0	0	1	23	*
SPAN 306	EURO 4	1	0	1	0	1	0	1	0	1	0	1	0	1	54	
SPAN 401	EURO 4	1	0	1	0	1	0	1	0	1	0	1	0	1	54	
SPAN 491	EURO 4	0	1	0	1	0	1	0	1	0	1	0	1	0	46	
HIST 415	EURO 5	0	0	1	0	0	0	1	0	0	0	1	0	0	23	*
HIST 416	EURO 5	0	0	0	1	0	0	0	1	0	0	0	1	0	23	*
HIST 417	EURO 5	0	0	0	0	1	0	0	0	1	0	0	0	0	15	*
HIST 418	EURO 5	0	0	1	0	0	0	0	1	0	0	0	1	0	23	*
HIST 419	EURO 5	0	0	0	0	0	1	0	0	0	1	0	0	0	15	*
HIST 498	EURO 5	1	1	1	1	1	1	1	1	1	1	1	1	1	100	
POLS 351	EURO 5	1	0	0	1	0	0	1	0	0	0	0	1	0	31	*
POLS 352	EURO 5	0	0	1	0	0	0	0	1	0	0	0	0	0	15	*
MUS 324	EURO 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*
MUS 343	EURO 5	0	0	0	1	0	0	0	1	1	0	1	1	1	46	
SOC 305	EURO 5	0	1	0	1	0	1	0	0	0	0	0	0	0	23	*

Table 21. Availability of Concentration Courses between 2010-2016: Asia & Latin America

Course	Category	F10	SP11	F11	SP12	F12	SP13	F13	SP14	F14	SP15	F15	SP16	F16	Avail	
HIST 338	ASIA 1	0	1	1	0	0	0	1	0	0	0	1	0	0	31	*
HIST 438	ASIA 1	0	0	0	1	0	0	0	1	0	0	0	1	0	23	*
HIST 335	ASIA 1	1	0	0	0	1	0	0	0	1	0	0	0	1	31	*
HIST 435	ASIA 1	0	1	0	0	0	1	0	0	0	1	0	0	0	23	*
HIST 346	ASIA 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*
HIST 498	ASIA 1	1	1	1	1	1	1	1	1	1	1	1	1	1	100	
POLS 450	ASIA 1	0	1	0	0	0	0	0	0	0	0	0	0	0	8	*
POLS 345	ASIA 1	0	1	0	1	0	1	0	1	0	1	0	1	0	46	
ARTH474	ASIA 2	1	0	0	0	1	1	0	1	1	0	1	1	0	54	
ART 480	ASIA 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*
LIBS 320C	ASIA 2	1	1	1	1	1	1	1	1	1	1	0	1	1	92	
MUSIC 351	ASIA 2	0	0	0	0	0	0	0	0	0	0	0	1	0	8	*
MUSIC 352	ASIA 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*
PSY 342	ASIA 2	0	1	0	0	0	0	0	0	0	0	1	0	0	15	*
PSY 352	ASIA 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*
PHIL 390	ASIA 2	0	0	0	0	1	0	0	0	0	0	0	0	0	8	*
GEOG 392	LA 1	1	0	0	0	1	0	0	0	0	0	0	0	0	15	*
HIST 339	LA 1	0	0	1	0	0	0	0	0	1	0	0	1	0	23	*
HIST 342	LA 1	0	1	0	0	1	0	0	1	0	0	0	0	0	23	*
POLS 453	LA 1	0	0	0	0	1	0	0	0	1	0	0	0	0	15	*
SPAN 307	LA 1	0	1	0	1	0	1	0	1	0	1	0	1	0	46	
GEOG 314D	LA 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*
ECON 403a	LA 2	0	0	1	0	0	1	0	0	1	0	0	1	0	31	*
HIST 348	LA 2	0	0	1	0	0	0	0	0	0	0	0	0	0	8	*
HIST 433	LA 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*
HIST 449	LA 2	1	0	0	1	0	0	0	0	1	0	0	0	1	31	*
SPAN 402	LA 2	1	0	0	1	0	0	0	1	0	1	0	1	0	38	
SPAN 491	LA 2	1	0	1	1	0	1	0	1	0	1	0	1	0	54	
POLS 345	LA 2	0	1	0	1	0	1	0	1	0	1	0	1	0	46	

Global Studies: Development

Name: _____

Background Information

Double Major:

Internship or Study Abroad:

Career Path:

Foundation **24-40 units**

1. Language: Intermediate level proficiency **0-16**

2. Cultural Perspectives (choose one):

- ANTH 203: Cultural Anthropology (D1) 3
- GEP 203: Human Geography (D2) 3

3. Environmental Perspectives (choose one)

- GEP 201: Global Environmental Systems (B1) 4
- GEP 206: Society, Environment and Devel. (D2) 3

4. Political Perspectives (choose one)

- POLS 303: Comparative Political Analysis 4
- POLS 315: Modern Political Ideologies (D5) 4
- POLS 304: Theory and Analysis – Intrntl Relations 3

5. Historical Perspectives (choose one)

- HIST 202: Dev of the Modern World (D2) 3
- HIST: 380: 20th Century World (D2) 3

6. Religious & Ethical Perspectives (choose one)

- ENG 304: War and Peace Lecture Series 3-4
- SOCI 431: Sociology of Religion (C2) 4
- PHIL 302: Ethics and Human Value Theory (C2) 3
- POLS 307: Perspectives –Holocaust & Genocide (D5) 3

7. World Regions Overview

- GEP 305: World Regions in Global Context (D5) 4

8. Professional Development/Community Service

- GLOBL 310: Professional Preparation 2

Development (24 units)

Group I – International Relations

- POLS 304: Theory & Analysis of Intrntl Relations 4
- POLS 345: Model UN, when developing world 4
- POLS 447: Nonviolent Strategies in Intrntl I Relations 4
- POLS 448: Political Violence, Terrorism and Law 4

Group II – Globalization, Dvlpmnt & Society (3 courses min)

- ANTH 352: Global Issues 4
- BUS 393: Introduction to International Business 4
- COMS 321: International Communication 4
- GEP 322: Globalization and Environments 4
- GEP 324: Climate Change and Society 4
- GEP 325: Global Food Systems 3-4
- GEP 370: Globalization and the City 4
- GEP 373: Energy Technology and Society 4
- POLS 452: Politics of the Developing World 4
- WGS 385: Gender and Globalization 4

Group III – Regional (no more than 2 courses)

Must align with a student's language expertise and/or career aspirations.

Europe:

- HIST 416: Eastern Europe (1918-1989) 4
- HIST417: Russian Empire 4
- HIST 418: Fall of European Communism 4
- HIST 419: Soviet Union 4
- POLS 351: Politics of Russia 4
- POLS 352: Politics of Eastern Europe 4

Ltn Am.

- GEP 327: Latin America and the Caribbean 4
- HIST 342: Modern Latin America 4
- HIST348: Race and Ethnicity in Latin America 4
- HIST449: Gender and Sexuality in Latin America 4
- POLS 453: Politics of Latin America 4
- SPAN 307: Cultures of Latin America 4

Asia

- HIST 435: History of Modern China 4
- HIST438: Modern Japan 4
- POLS 450: Politics of Asia 4

Africa

- GEP 328: Africa, south of the Sahara 4

Capstone (13 units)

1. Experiences

- Cross Cultural Experience 0
- GLOBL 497: Community Service Internship 3

2. Class

- GEP 320: Geopolitics 4

3. Project

- GLOBL 490: Senior Capstone Pre-Seminar (Fall) 3
- GLOBL 491: Senior Capstone Seminar (Spring) 3

Global Studies: Area Studies through Study Abroad

Name: _____

Background Information

Double Major:

Internship or Study Abroad:

Career Path:

Foundation **24-40 units**

1. Language: Intermediate level proficiency **0-16**

2. Cultural Perspectives (choose one):

- ANTH 203: Cultural Anthropology (D1) 3
- GEP 203: Human Geography (D2) 3

3. Environmental Perspectives (choose one)

- GEP 201: Global Environmental Systems (B1) 3
- GEP 206: Society, Environment and Devel. (D2) 3-4

4. Political Perspectives (choose one)

- POLS 303: Comparative Political Analysis 4
- POLS 315: Modern Political Ideologies (D5) 4
- POLS 304: Theory and Analysis – Intrntl Relations 3

5. Historical Perspectives (choose one)

- HIST 202: Dev of the Modern World (D2) 3
- HIST: 380: 20th Century World (D2) 3

6. Religious & Ethical Perspectives (choose one)

- ENG 304: War and Peace Lecture Series 3-4
- SOCI 431: Sociology of Religion (C2) 4
- PHIL 302: Ethics and Human Value Theory (C2) 3
- POLS 307: Perspectives –Holocaust & Genocide (D5) 3

7. World Regions Overview

- GEP 305: World Regions in Global Context (D5) 4

8. Professional Development/Community Service

- GLOBL 310: Professional Preparation 2

Area Studies Concentration (24 units)

Study abroad is expected. An unlimited number of SSU courses may be applied, but cannot be relied upon to graduate.

- Take 1 course from either Group I or II.
- Take at least 2 courses from Group III
- Take additional courses from Group IV to meet the unit minimum
- Two courses (or 8 units) may be from Arts and Humanities. The rest must be from the Social Sciences.

Group I – International Relations

Courses available at SSU:

- POLS 304: Theory & Analysis of International Relations 4
- POLS 345: Model UN, when developing world 4
- POLS 447: Nonviolent Strategies in International Relations 4
- POLS 448: Political Violence, Terrorism and Law 4

Group II – Globalization, Development and Society

Courses available at SSU:

- ANTH 352: Global Issues 4
- GEP 322: Globalization and Environments 4
- GEP 324: Climate Change and Society 4
- GEP 325: Global Food Systems 3-4
- GEP 370: Globalization and the City 4
- GEP 373: Energy Technology and Society 4
- WGS 385: Gender and Globalization 4

Group III – Regional

Take at least 2 courses covering a broad region that aligns with your language skills, career goals and study-abroad destination.

- _____
- _____
- _____

Group IV – Sub-Regional

Take courses covering your study-abroad destination.

- _____
- _____
- _____
- _____
- _____

Capstone **(13 units)**

1. Experiences

- Cross Cultural Experience 0
- GLOBL 497: Community Service Internship 3

2. Class

- GEP 320: Geopolitics 4

3. Project

- GLOBL 490: Senior Capstone Pre-Seminar (Fall) 3
- GLOBL 491: Senior Capstone Seminar (Spring) 3

Appendix C. Comparison of curriculum with other institutions

1. Assessment Method

In 2016, we compared SSU's GLOBL curriculum against six other institutions:

- San Jose State University – Global Studies
- CSU Monterey Bay – Global Studies
- CSU Humboldt State - International Studies
- CSU East Bay - International Studies
- CSU San Marcos – Global Studies
- UC Santa Barbara – Global Studies

We set out to determine whether:

- a. our 2-year language requirement was high, low or average
- b. most programs had a designated Introduction to Global Studies course
- c. most programs required an economics course, and if so, what type
- d. most programs required a research methods course
- e. most programs offer concentrations, and if so, with what foci?
- f. most programs have a capstone, and if so, whether they are 1- or 2-semester long
- g. most programs require an internship
- h. our unit requirement was high, low or average

An undergraduate Global Studies major did the research. She visited program websites and if the information was not available, she contacted the departments directly.

2. Results

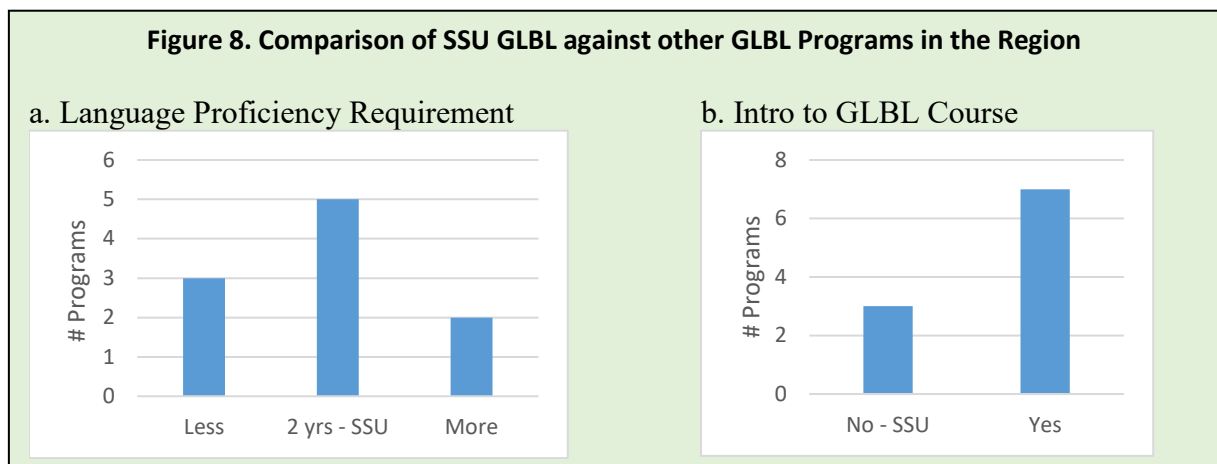
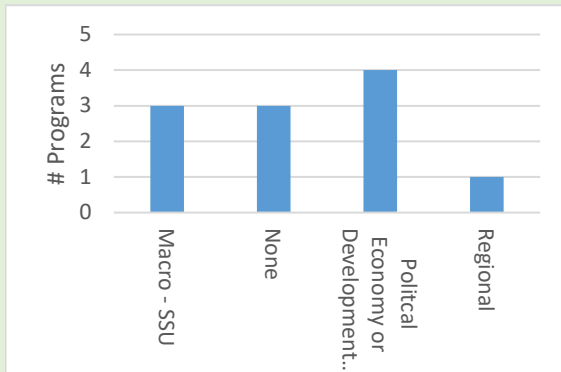
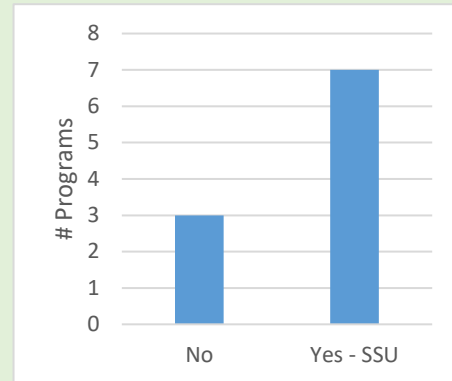


Figure 8. continued

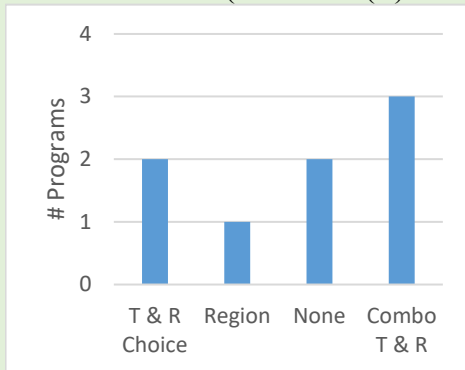
c. Economics Course



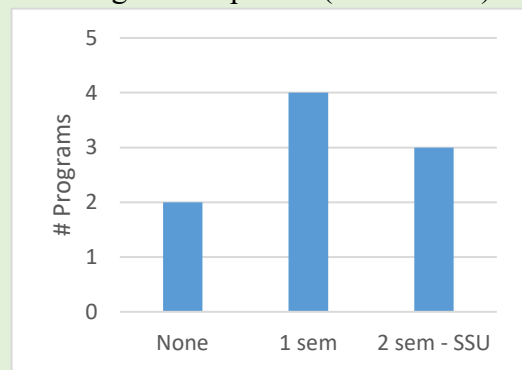
d. Research Methods Course



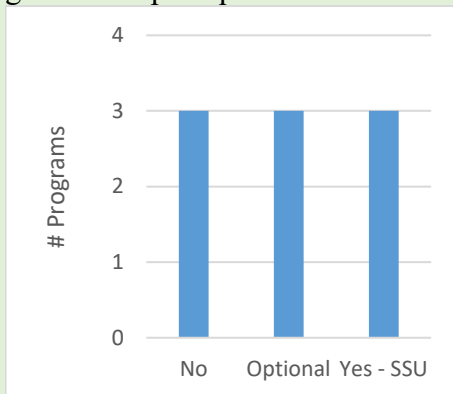
e. Concentration (Thematic (T) or Regional (R))



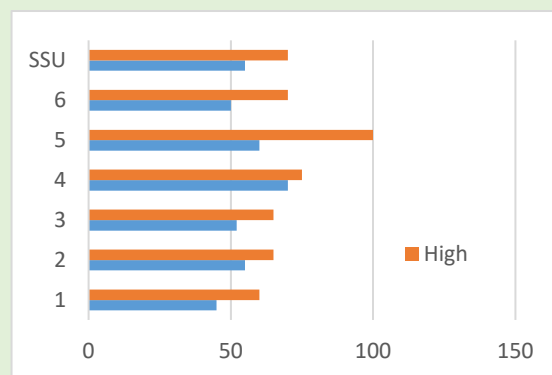
f. Length of Capstone (# semesters)



g. Internship Requirement



h. Total Unit Load of Major (high-low range)



Appendix D. Curriculum Map for GLBL/GEP 310

GLBL/GEP 310: Professional Development: This seminar covers topics essential for professional preparation in the fields of geography, environmental studies, urban planning and global studies. Topics include discussions with guest speakers on career options in governmental, private, and non-profit settings; writing highly effective resumes, CVs, and cover letters; and techniques for successful interviewing. The course will also cover preparation for future training in professional and academic fields.

1. Curriculum Map

COURSE-LEVEL OUTCOMES (SLOs) MAPPED TO PLOs

SLO 1: Reflect on your academic expertise, personal interests and potential career interests

SLO 2: Become familiar with resources for exploring careers, internships, jobs, graduate schools and other professional trainings and opportunities (**GLBL PLO4; GEP PLO4**)

SLO 3: Articulate a vision for your professional career (e.g. career statement; elevator pitch, list of potential internships that will advance your career goals, career road map) (**GLBL PLO4; GEP PLO4**)

SLO 4: Learn how to prepare various styles of professional materials such as resumes, cover letters, requests for references, and statements of purpose for graduate school (**GLBL PLO3; GEP PLO4**)

SLO 5: Prepare a set of professional documents (e.g. resume, cover letter) tailored to your career goals (**GLBL PLO3; GEP PLO4**)

SLO 6: Develop professional communication skills (e.g. presentation skills; job interview skills; experience mock interviews) (**GLBL PLO3; GEP PLO4**)

SLO 7: Learn how to develop/maintain a professional social media presence (e.g. Portfolium, Linked-in profiles) (**GLBL PLO3; GEP PLO4**)

SLO 8: Produce a draft e-portfolio

GLBL Program Learning Outcomes met by this course

PLO3: Develop the communication and collaboration skills needed to work effectively in a global or multicultural context

PLO4: Establish career goals, and then engage in an experience that a) advances those goals; b) integrates academic understanding of global social issues with an applied case, and c) develops leadership skills

GEP Program Learning Outcomes met by this course

PLO4. Graduates will combine academic knowledge and skillsets with applied practical experiences for careers focusing on environmental and social issues and as engaged citizens.

Appendix E. Indirect Assessments through the Senior Exit Survey

1. The Survey Instrument

At the end of their senior year, students take a Senior Exit Survey. The survey included:

1. Quantitative Likert-style questions on
 - how well GLOBE meets each **PLOs**
 - how well each foundation course aligns with GLOBE
 - whether or not the advising they received was helpful
2. A question on how frequently they sought advising
3. Several open-ended questions asking
 - Why they declared the GLOBE major
 - What they gained from the major that is unique to other majors
 - Their future goals

The PLOs changed in 2013 and again in 2019. Hence, we map the old PLOs to the new (**Table 22**). We provide results based on the new PLOs.

Table 22. Mapping Original PLOs to New PLOs	
Original PLOs (2013-2019)	New PLOs (2019)
1: Demonstrate awareness of diverse social, economic, political, cultural, environmental and demographic conditions found around the world	PLO1: Explain how contemporary social issues/problems are enmeshed in multi-faceted global systems, involving a range of economic, political, cultural, environmental, and demographic conditions
2: Demonstrate understanding of the global political, economic and social system, and how world regions contribute to that system	
3. Understand the complex nature of contemporary social issues and different theoretical or ideological approaches to addressing them	PLO2: Analyze empirical evidence using multiple analytical frameworks and perspectives to explain the complex conditions underlying contemporary issues/problems
4. Acquire the communication skills needed to work effectively in a global or multicultural context	PLO3: Develop the communication and collaboration skills needed to work effectively in a global or multicultural context
5. Engage as active citizens in your community, country, global society	PLO4: Establish career goals, and then engage in an experience that a) advances those goals; b) integrates academic understanding of global social issues with an applied case, and c) develops leadership skills

2. Results

Results are embedded in the main text

Table 2. Student Assessment of Foundation Curriculum

Table 5. Results of Indirect Assessment of PLOs from Student Exit Surveys

Table 10. Reasons Students Declare the Global Studies Major

Appendix F. Indirect Assessment: Alignment of Course Syllabi with PLOs 1-3

1. Assessment Goal

As clarified in the Program Curriculum Map, many courses are expected to introduce and reinforce **PLOs 1-3 (Highlight 2)**. The goal of this assessment was to determine whether they actually align.

2. Assessment Activity and Tool

We assessed all foundation and capstone courses mounted by other departments. We also evaluated the most commonly-taken concentration courses.

We examined syllabi, focusing on four areas: 1) Course descriptions; 2) Course learning objectives; 3) Calendars of topics and readings; and 4) Class evaluation criteria. Areas with insufficient evidence are noted with an X.

The rubric separates out individual components within each PLO, and it identifies the evidence that was used to assess alignment (**Table 23**).

Table 23. Assessment Rubric for Course Alignment with PLOs			
Syllabus reports that students will . . .			
	Strongly Aligned	Aligned	Not Aligned
1. Knowledge			
a. Social problems	directly examine several contemporary social issues/problems	become aware of (but not directly examine) social issues/problems	not address contemporary social issues/problems
b. Multi-faceted	examine at least three social/environmental conditions underlying social issues	focus on no more than two social/environmental conditions underlying issues	focus almost exclusively on a single lens into a social issue
2. Analysis			
a. Evidence	collect and examine evidence		do not collect or use evidence
b. Multiple frameworks	apply more than two analytical frameworks / perspectives	Apply two analytical frameworks / perspectives	use a single analytical framework / perspective
3. Communication			
a. Written	produce written products that encompass at least 20% of grade	produce written products that encompass 2-20% of the grade	produce written products that encompass <2% of grade
b. Oral	Provide oral presentations counting at least 10% of grade	Provide oral presentations counting 2-10% of the grade	Provide oral presentations counting <2% of grade
c. Collaborative	collaborate with others in activities that count at least 10% of grade	Collaborate with others in activities counting 2-10% of grade	Collaborate with others in activities counting <2% of grade

3. Results

Results are provided in the text

Table 3. Results of Direct Assessment of PLOs through Course Syllabi

Appendix G. Direct Assessment of PLOs 1,2,3 through GEP 305

GEP 305: World Regions in Global Context This course examines eight selected regions of the world, covering five themes: political-economic transformations, politics and geopolitics, demographic transformations, contemporary cultural issues, and environmental challenges. It also highlights how regions interconnect with each other within the larger global political economy. Satisfies GE Area D5 (Contemporary International Perspectives).

1. Curriculum Map

COURSE-LEVEL OUTCOMES (SLOs) AND MAP TO PLOs

SLO 1: Understand each region's role in the global political economic system, and how and why that role has shifted throughout modern history (**PLO 1**)

SLO 2: Identify the dominant economic and political systems found in each region, and explain how and why they have transformed throughout the modern era. (**PLO 1,2**)

SLO 3: Explain the underlying context of major geopolitical conflicts within the regions (**PLO 1,2**)

SLO 4: Explain the economic and social implications of each region's demographic profile (**PLO 1,2**)

SLO 5: Locate and describe major ethno-linguistic and religious groups within each region, and describe how that cultural context has contributed to social conditions and change. (**PLO 1**)

SLO 6: Become aware of each region's critical natural endowments, including oil, water and arable land, and explain how those conditions help shape their economic challenges and opportunities. (**PLO 1,2**)

SLO 7: Describe how political economic histories have contributed to modern environmental problems (**PLO 1,2**)

SLO 8: Know major regional features and place names (**PLO 1**)

GLBL Program Learning Outcomes (PLOs) met by this course

PLO1 (Knowledge): Explain how contemporary social issues/problems are enmeshed in multi-faceted global systems, and how they involve a range of economic, political, cultural, environmental, and demographic conditions.

PLO2 (Analysis): Analyze empirical evidence using multiple analytical frameworks and perspectives to explore the complex conditions underlying contemporary issues/problems

PLO3 (Communication): Develop the communication and collaboration skills needed to work effectively in a global or multicultural context

2. Assessment Activities

Students take four exams. Each exam covers two regions, and addresses six consistent themes: 1) map literacy; 2) political economic transformations from 1500 to present; 3) politics and geopolitics; 4) demographic transformations; 5) cultural issues; and 6) environmental conditions and challenges. The exams are multiple choice and short answer.

Students also write an independent research paper covering at least one of the five major content themes in the course, focusing on one particular country. They develop a research question that is structured as a yes/no or either/or question. That structure forces them to collect evidence to support both sides of the issue. They then analyze their evidence and reach a conclusion.

3. Assessment tools

We assessed **PLO 1: (Knowledge)** using the four exams. We only considered the multiple-choice questions because they were easy to access through digital files. We divided the exams into sections, based on the six content themes. We calculated each individual student’s test scores by theme.

We then aggregated their scores across all four exams and calculated their scores as a percentage of all questions within each theme. The number of questions in each theme were: 1) map literacy: 70; 2) political economy: 98; 3) politics and geopolitics: 65; 4) demographic transition: 29; 5) cultural issues: 26; and environmental challenges: 16.

For each theme, we used the following scoring rubric:

- Target = >80%; Acceptable = 70-80%; Unacceptable = <70%

We assessed **PLO2 (Analysis)** and **PLO 3: (Communication)** using the research paper.

The **communication** assessment is partial, as it only addresses writing skills, not oral or collaboration skills (**Table 24**). The **analysis** assessment is also partial, as students were not asked to apply multiple frameworks in the analysis. The assessment examines how well they framed the research, analyzed the evidence, and reached logical conclusions (**Table 24**).

We conducted this analysis for two semesters, totaling only 8 GLOBL majors.

Table 24: Assessment Rubric: GEP 305 Research Project

PLO	Target	Acceptable	Unacceptable
PLO3. Written communication	Paper is readable and convincing. Overall structure is logical and coherent. Few mistakes in language use, grammar, and referencing.	Paper is readable and convincing. Overall structure is mostly logical. Several mistakes in language use, grammar, and referencing.	Paper is not readable or convincing. Overall structure is difficult to follow. Many mistakes in language use, grammar, and referencing.
PLO2. Analysis	Applies an analytical framework. Gathers sufficient evidence to support both sides of the question. Analyzes the evidence with strong reasoning to reach logical conclusions	Applies an analytical framework either inconsistently or awkwardly. Evidence supporting one side of the question is weak. Analyzes the evidence with adequate reasoning to reach logical conclusions	Does not apply an analytical framework. Does not gather sufficient evidence to support either side of the question. Does not analyze the evidence or reach logical conclusions.

4. Results

Results are provided in the main text:

Table 4 Results of Direct Assessment of PLO1 (Knowledge)

Table 6: Results of Direct Assessment of PLO 2 (Analysis)

Table 7. Results of Direct Assessments of PLO 3 (Communication)

Appendix H. Direct Assessment of PLOs 1,2,3 through GLBL/GEP 490/1

GLBL/GEP 490 (Fall): Research Methods This is the first semester of an intensive, year-long project in which students conduct original research and/or produce a professional product. During Fall semester, students formulate a research project and develop the research skills needed to conduct that project. Students choose an appropriate section in consultation with an advisor

GLBL/GEP 491 (Spring): Capstone Project A continuation of GEP 490. In the Spring semester, students conduct their work, produce their final product, and present their results. Students continue the same section that they completed in GEP 490.

1. Curriculum Map

GEP 490 COURSE-LEVEL OUTCOMES (SLOs) MAPPED TO PLOs

SLO 1: Identify major topics of interest, real-world problems, and/or research problems within a field of study, and choose one to address as an original project

SLO 2: Identify and describe the social and/or environmental processes and interactions associated with the project (**GLBL PLO 1; GEP PLO1**)

SLO 3: Become familiar with a range of perspectives, frameworks, and/or research designs for addressing problems and/or research questions within a field of study. Identify those appropriate for a chosen project (**GLBL PLO 2; GEP PLO2**)

SLO 4: Become familiar with a range of methods available for generating data and addressing problems within a field of study. Identify those appropriate for a chosen project (**GLBL PLO 2; GEP PLO2**)

SLO 5: Develop a realistic work plan, including milestones and deadlines

SLO 6: Complete a research proposal or a scope of work document (**GLBL PLO3; GEP PLO3**)

GEP 491 COURSE-LEVEL OUTCOMES (SLOs) MAPPED TO PLOs

SLO 7: Generate and/or acquire data relevant to the project

SLO 8: Analyze and interpret evidence objectively to draw conclusions, solve problems, or optimize a plan (**GLBL PLO 2; GEP PLO3**)

SLO 9: Produce a professional, written report on the project (**GLBL PLO 3; GEP PLO3**)

SLO 10: Present and/or defend the project in a professional forum (**GLBL PLO 3; GEP PLO3**)

SLO 11: Produce a final electronic portfolio (**GLBL PLO 3; GEP PLO3**)

GLBL Program Learning Outcomes (PLOs) met by these courses

PLO1 (Knowledge): Explain how contemporary social issues/problems are enmeshed in multi-faceted global systems, and how they involve a range of economic, political, cultural, environmental, and demographic conditions.

PLO2 (Analysis): Analyze empirical evidence using multiple analytical frameworks and perspectives to explore the complex conditions underlying contemporary issues/problems

PLO3 (Communication): Develop the communication and collaboration skills needed to work effectively in a global or multicultural context

GEP Program Learning Outcomes (PLOs) met by these courses

PLO1: Graduates will articulate and explain major social and environmental processes, and their interactions, in both the natural and built environment.

PLO2: Graduates will articulate and explain multiple perspectives or analytical frameworks, and apply quantitative and/or qualitative methods to analyze and model social and environmental systems and their interactions

PLO3: Graduates will reason objectively using spatial, quantitative and qualitative evidence, and communicate that reasoning effectively related to social and environmental systems and their interactions

PLO4. Graduates will combine academic knowledge and skillsets with applied practical experiences for careers focusing on environmental and social issues and as engaged citizens

2. Assessment Activity and Tool

We assessed the final written portion of the final capstone project. Since 2013, students have produced about 23 group-based capstone projects. From that sample, we assessed 10.

Students give oral presentations in this class, and we assess them as well. Unfortunately, we did not save those assessments. We will correct that error moving forward.

We assessed the capstone projects using the following rubric (**Table 25**).

PLO	SLO	Target	Acceptable	Unacceptable
1	1,2	Provides a multi-faceted context for the social issue being examined, referring to economic, political, cultural, environmental and/or demographic conditions at a global scale. Clarifies how at least two of those conditions interrelate	Provides a multi-faceted context for the social issue being examined at a global scale. Does not clarify how any of those conditions interrelate	Provides a one-dimensional explanation for the social issue. Fails to recognize any complexity
2	3,4,8	Applies at least two analytical frameworks to examine the empirical data. Applies the frameworks consistently, skillfully and with strong reasoning. Clarifies the specific insight and perspective that each framework provides. Addresses the quality/suitability of the frameworks for understanding an issue.	Applies the analytical frameworks inconsistently, awkwardly and/or with incomplete reasoning. Clarifies the specific insight that each framework provides, without critique	Applies the analytical framework incompletely and/or incorrectly, or illogically. Does not analyze the frameworks themselves.
3	9	Thesis is readable and convincing. Overall structure is logical and coherent. Few mistakes in language use, grammar, and referencing.	Thesis is readable and convincing. Overall structure is mostly logical. Several mistakes in language use, grammar, and referencing.	Thesis is not readable or convincing. Overall structure is difficult to follow. Many mistakes in language use, grammar, and referencing.

3. Results

Capstone Title	PLOs		
	1. Knowledge	2. Analysis	3. W. Comm
1. An Evaluation of Fair Trade and Starbucks' Coffee Supply Chain Stakeholders	A	T	A
2. The future of ecotourism	T	A	T
3. Effects of Remittances in Rural Michoacán, Mexico	T	A	A/U
4. Exploitation of Land and Locals: A Dual Case Study of Amazonia and the Navajo Nation	T	T	T
5. The Topic of Immigration in Populist Right Wing Political Parties of Germany and Italy	T	A	A
6. Ogoni Oil: Economic and Political Underrepresentation, and Environ. Degradation	T	T	A
7. Caliphate Crusaders: Traveling East to Fight the West	T	A	T
8. Transmigration Through Mexico	T	T	A
9. GMO Production in Latin America and Europe	T	T	T
10. The Commodification of Need: A Look at Voluntourism	<u>T</u>	<u>A</u>	<u>T</u>
Percentage (%) that meet program goals (PLO Targets)	90	50	50

T = Target; A = Acceptable; U = Unacceptable

The summaries of these results are provided in the text:

Table 4 Results of Direct Assessment of PLO1 (Knowledge)

Table 6: Results of Direct Assessment of PLO 2 (Analysis)

Table 7. Results of Direct Assessments of PLO 3 (Communication)

Appendix I. Direct Assessment of PLOs 2 & 3 through GEP 320

GEP 320 Geopolitics This course focuses upon the intersections of power, (in)security, and space. Informed by feminist and environmental perspectives the class examines this intersection at embodied scales. It follows identity and (in)security across community and national scales. It also addresses structures of power and (in)security among nation-states at the global scale.

1. Curriculum Map

COURSE-LEVEL OUTCOMES (SLOs) MAPPED TO PLOs

SLO1. Analyze historic and current human-environmental relations at local to global scales, and evaluate frameworks, ideological perspectives, and policy tools for managing those relations in pursuit of social justice and environmental sustainability. **(GLBL PLO1)**

SLO2: Analyze how various social processes interact to create the built environment; and evaluate frameworks, ideological perspectives, and policy tools for creating a more socially just and environmentally sustainable future. **(GLBL PLO2)**

SLO3: Interpret quantitative and/or qualitative evidence objectively, use evidence to draw conclusions, and communicate that reasoning effectively. **(GLBL PLO3)**

GLBL Program Learning Outcomes (PLOs) met by these courses

PLO1 (Knowledge): Explain how contemporary social issues/problems are enmeshed in multi-faceted global systems, and how they involve a range of economic, political, cultural, environmental, and demographic conditions.

PLO2 (Analysis): Analyze empirical evidence using multiple analytical frameworks and perspectives to explain the complex conditions underlying contemporary issues/problems

PLO3 (Communication): Develop the communication and collaboration skills needed to work effectively in a global or multicultural context

2. Assessment Activities and Tools

Students produce a written research report and they give an oral presentation on that project.

We were able to assess 5 years of oral presentations because the instructor has used the same grading/assessment rubric over that timeframe.

We were able to assess 2 years of research reports because the instructor has used the same grading/assessment rubric over that time frame.

The instructor assessed the oral presentations using the following rubric:

Target	Acceptable	Unacceptable
- Logical, engaging sequence	- Logical, engaging sequence	- Sequencing illogical
- PPT slides reading, not too much text	- Most PPT slides readable	- PPT slides: too much text, small font
- Graphics reinforce text	- Most graphics reinforce text	- Graphics superfluous
- Looks at audience, not props.	- Mostly looks at audience, not props.	- No eye contact. Reads from props
- Pacing is comfortable.	- Pacing is usually comfortable.	-Pacing too fast or too slow.
- Answers questions with explanations and elaborations	- Answers questions with explanations and elaborations	Able to answer only rudimentary questions

The instructor assessed the written reports with the following rubric:

Table 28: Assessment Rubric: GEP 320 Written Research Project			
	Target	Acceptable	Unacceptable
1. Written communication	Paper is readable and convincing. Overall structure is logical and coherent. Few mistakes in language use, grammar, and referencing.	Paper is readable and convincing. Overall structure is mostly logical. Several mistakes in language use, grammar, and referencing.	Paper is not readable or convincing. Overall structure is difficult to follow. Many mistakes in language use, grammar, and referencing.
2. Analysis	Applies an analytical approach. Gathers sufficient evidence to support the analysis. Analyzes the evidence with strong reasoning to reach logical conclusions	Applies an analytical approach either inconsistently or awkwardly. Evidence is inconsistently applied weak. Analyzes the evidence with adequate reasoning to reach logical conclusions	Does not apply an analytical approach. Does not gather sufficient evidence for any analysis. Does not analyze the evidence or reach logical conclusions.

3. Results

The summaries of the results are provided in the text:

Table 6: Results of Direct Assessment of PLO 2 (Analysis)

Table 7. Results of Direct Assessments of PLO 3 (Communication)

Appendix J. Direct Assessment of PLOs 3,4 through GLOBL 497

GLBL 497: Community Service Internship: Students work for a governmental or non-governmental agency either at home or abroad. A minimum of 135 hours is required. Students keep a daily journal and upon completion submit a letter from their supervisor and a four-page essay.

1. Curriculum Map

COURSE-LEVEL OUTCOMES (SLOs) AND MAP TO PLOs

SLO1: Demonstrate understanding of the broad social problem or issue that their internship agency is addressing and the agency's specific goals (**PLO 4**)

SLO2: Interact directly with the people being served, and develop empathy and understanding of their context and personal aspirations (**PLO 3**)

SLO3: Demonstrate leadership with some initiative that improves the ability of the agency to advance its mission (**PLO 4**)

SLO4: Evaluate how the experience informed their informed their career goals and commitment to global service in the future (**PLO 3,4**)

SLO5: Communicate using a language other than English (**PLO 3**)

GLBL Program Learning Outcomes (PLOs) met by these courses

PLO3 Develop the communication and collaboration skills needed to work effectively in a global or multicultural context

PLO4: Establish career goals, and then engage in an experience that a) advances those goals; b) integrates academic understanding of global social issues with an applied case, and c) develops leadership skills

2. Assessment Activity and Tool

Since 2013, students have been given the essay prompt detailed in **Table 29**. The Department has collected about 80 essays from students' e-portfolios. We assessed 20 with the rubric in **Table 30**.

Table 29. Student Essay Prompt (eliciting SLO's)

1. Social Service Mission:

- Explain the social problem or issue that the agency is addressing, and describe the broader social context of that problem or issue
- Describe the agency's mission and thoughtfully evaluate its specific goals in addressing that problem or issue

2. Personal Growth and Expansion of Perspective

- Explain how your understanding of the social issue and of the people being served changed through this experience
- Reflect on your direct interactions with those being served, and explain how your perspectives changed through that interaction.

3. Self-Initiative and Potential for Leadership through Social Service

- Describe how you contributed to the agency's mission
- Describe how you took initiative to improve the agency's ability to advance its mission
- Reflect on how this experienced exposed you to the value of leadership, but also its challenges, especially in a cultural context that is different from your own

4. Professional Growth and Lifelong Learning

- Describe how the experience reinforced or changed your career goals
- Describe how the experience has impacted your commitment to global service in the future

Table 30. Assessment Rubric: Community Service Internship Essay

SLO's	Target	Acceptable	Unacceptable
1 Social issue and agency mission	Provides a multi-faceted and deep understanding of the broad social problem or issue that the agency is addressing and critically evaluates the agency's specific goals	Identifies the broader social problem that the agency is addressing (with little depth of understanding) and the goals of the agency in addressing it (with no evaluation)	Does not identify the broader social problem that the agency is addressing or the agency's specific goals
2. Personal Growth and expansion of perspective	Describes how the experience broadened their understanding of the people being served; Reflects on their interactions with those being served, and how their perspectives changed through that interaction	Describes how the experience broadened their understanding of the people being served, without reflection on any personal interactions with those served	Does not describe any personal growth. Does not reflect on any personal interactions with those served
3. Self-initiative and leadership	Describes how they 'showed initiative,' doing something beyond their established job description to improve the agency's ability to advance its mission. Reflects on the value and importance of leadership; Reflect on the challenges of leadership	Explains how their work advanced the agency's mission, but does not describe doing anything beyond their established job description	Does not explain how their work advanced the mission of the agency or describe any personal initiative beyond doing their job
4. Professional Growth and Lifelong learning	Provides a multi-faceted and deep reflection on how the experience has informed their career goals and how it has impacted their commitment to global service in their future	Describes how the experience has informed their career goals and addresses the issue of future global service	Does not reflect on how the experience informs to their career goals or their interest in global service

3. Results

Table 31. Full Results of Direct Assessment of PLO 4 through GBL 497: Internship

	1 Articulate Mission	2 Personal Growth	3 Leadership	4 Professional Growth	5 Language
1. Educational volunteer in Kenya	A	T	A	A	U
2. Volunteer in Coffee Cooperatives of Costa Rica	T	T	T	T	Spanish
3. Teacher in a poor coastal town in Ecuador	T	A	A	A	Spanish
4. Community garden volunteer in Ecuador	T	T	A	A	Spanish
5. Educational volunteer at Fort Ross, Calif.	T	A	A	A	Russian
6. Forestry volunteer in Sadhana Forest, Haiti	T	A	T	U	French
7. English teacher in a favela in Rio de Janeiro, Brazil	T	A	T	T	Portuguese
8. Served the homeless and disabled, Madrid, Spain	A	A	A	T	Spanish
9. Environmental sustainability volunteer, Amazon, Peru	T	T	T	A	Spanish
10. Worked with street children, Medellin, Columbia	T	A	T	A	Spanish
11. Managed food pantry for immigrants, San Rafael, Calif	T	T	A	T	Spanish
12. Aided children in women's shelter, Haifa, Israel	T	T	T	T	Hebrew
13. Community and Youth Development in Bahai, Peru	T	T	T	T	Spanish
14. Arts program for abused children, Los Angeles Calif.	T	T	A	A	U
15. Aided Central American migrants in Mexico	T	T	T	A	Spanish
16. Participated in community development in El Salvador	T	T	A	A	Spanish
17. Organized volunteer/service trips to villages in Ghana	T	T	T	T	Tswe
18. Health education for immigrants, Sonoma County	A	T	A	T	Spanish
19. Taught English/conservation, Galapagos, Ecuador	T	T	T	A	Spanish
20. Worked with incarcerated girls, Cordoba, Argentina	T	T	A	A	Spanish
Percentage (%) that meet Target	85	70	50	40	90

T = Target; A = Acceptable; U = Unacceptable

Appendix K. Peace Corps Prep (DRAFT Certification Form)



**Peace Corps Certification
through the Global Studies Major**

Application

Verification of Completion

Name: _____ Student ID: _____ email: _____

Phone: _____ Expected Graduation: _____ Cumulative GPA: _____

1. Foreign Language Proficiency in _____ language

- Completion of 202-level language course; Semester completed: _____
 Pass exam demonstrating 202-level proficiency; Date of exam: _____

2. Intercultural Competence (3 courses)

Core Diversity Course (1)

Electives (2)

AMCS 210
AMCS 225
AMCS 350

ANTH 203
GEP 203
GEP 305

3. Training in Specific Work Sector (3 courses)

Education (1) EDUC 250 (2) Choose one: EDEC 420 EDMS 419 EDSS 418 (3) EDSS 446

Youth in Development

Path 1: EDUC
EDUC 250
EDSS 418
EDSS 446

Path 2: PSY/SOCI
PSY 250 PSY 302
PSY 409 PSY 410
PSY412 SOCI 445

Health

SOCI ###
KIN 217

SRJC:

FDNT 10 FDNT 62
FDNT 162 DIET 191

Agriculture

GEP 325
GEP 443

SRJC:

SUSAG 50 SUSAG 109 AGRI 60 AGBUS 71
HORT 70 SUSAG 64 AGRI 20 AGBUS 56 ANSCI 20

Comm. Econ Dev.

BUS 393
GEP 360

GEP 365
GEP 366

POLS 580
POLS 582

POLS 583
POLS 585

POLS 503B

4 & 5 Work Experience & Leadership in Specific Work Sector (GLBL 497 Internship)

Identify the organization and a brief job description, clarifying how it aligns with your chosen specific work sector and describing the leadership component of that internship.

Student Name – Printed

Signature

Date

Peace Corps Prep Coordinator - Printed

Signature

Date

Appendix X. Syllabi from the previous academic year



DEPARTMENT OF GEOGRAPHY, ENVIRONMENT, & PLANNING

GLBL 310/ GEP 310: PROFESSIONAL DEVELOPMENT - SPRING 2020

INSTRUCTOR: John H. Nardine M.Sc.

CLASS TIME & LOCATION: T-Th 12 p.m. to 12:50 p.m., STEV 3065, (& ETC Building)

OFFICE HOURS: Tuesdays 2:00 - 3:00 p.m. STEV 3002

CONTACT EMAIL: NARDINE@SONOMA.EDU

COURSE OVERVIEW AND OBJECTIVES:

The main goal of this seminar is to help you prepare for the professional and academic world that awaits you after graduation. This course will emphasize essential professional skills, including preparing application materials for jobs and/or graduate programs, preparing for interviewing for job positions, and exploring a range of careers in your field, including positions with non-profit organizations, governmental agencies and private/for-profit companies. During the course of the semester, you will prepare and submit a polished résumé, cover letter, and statement of purpose, will develop and practice delivering an elevator speech. Final grades in this class are CR/NCR only. You must earn at least **70% of possible points**, and **all assignments must be completed** to pass the course.

COURSE OBJECTIVES:

- Reflect on your academic expertise, personal interests, and potential career interests
- Become familiar with resources for exploring careers, internships, jobs, graduate schools, and other professional trainings and opportunities
- Articulate a vision for your professional career (e.g. career statement; elevator speech, and finding a potential internship that will advance your career goals)
- Learn how to prepare various styles of professional materials such as resumes, cover letters, and statements of purpose for graduate school
- Prepare a set of professional documents (e.g. résumé, cover letter) tailored to specific job openings
- Develop professional communication skills (e.g. presentation skills; job interview skills; elevator speeches)
- Learn how to develop/maintain a professional social media presence (e.g. Portfolium)
- Produce a draft e-portfolio

Class Topics	Campus Resources	Required Deliverables
Section I: Identifying Goals and Interests		
Conduct a self-assessment of competencies, goals, and academic expertise.	<u>CAREER CENTER WORKSHOP</u> : Exploring your "VIPS" - Values, Interests, Personality & Skills	Self-assessment Presentation: <ul style="list-style-type: none"> • Reflection on values, interests, and academic skills • Career Statement
Exploring Career Options, Professional Opportunities, and Jobs		<ul style="list-style-type: none"> • Role Model Profile Presentation
Identifying Internships and Volunteer Opportunities		<ul style="list-style-type: none"> • Internship / Volunteer Opportunity Presentation
Section II: Developing Professional Materials		
How to Craft a General Purpose Résumé.	<u>CAREER CENTER WORKSHOP</u> : Preparing Your Resume for the Job Search	<ul style="list-style-type: none"> • Comprehensive Résumé: 1st Draft • Comprehensive Résumé Peer Review • Comprehensive Résumé: Final Draft
How to Write a Grad School Application	<u>CAREER CENTER WORKSHOP</u> : <u>Graduate School</u> : Graduate school application process.	<ul style="list-style-type: none"> • Statement of Purpose
Section III: Job Search/Employer Networking		
How to Search for a Job		<ul style="list-style-type: none"> • Potential Jobs Statement: List three job openings. For each: a) a short description of the skills required, b) a list of courses (also future) and work experience that provide those skills.
How to Write a Tactical Résumé		<ul style="list-style-type: none"> • Tactical Résumé: 1st Draft • Tactical Résumé Peer Review • Tactical Résumé: Final Draft
How to Write a Cover Letter		<ul style="list-style-type: none"> • Draft Cover Letter • Final Draft Cover Letter
Elevator Speech		<ul style="list-style-type: none"> • Elevator Speech Video Assignment
How to Conduct a Job Interview	Career Center Workshop: <u>Successful Interviewing</u> : Best practices and strategies for successful job interviews	
Section IV: E-Portfolio		
How to Produce Your E-Portfolio		<ul style="list-style-type: none"> • Draft E-Portfolio
Section V: Senior Capstone Section		
Choose (tentatively) a Capstone Section* (*Planning Students Exempted)	Guest Speaker: Department Chair	<ul style="list-style-type: none"> • 1st Choice of Capstone Section <ul style="list-style-type: none"> ▶ Three sentences explaining why that section is most appropriate ▶ List of 3 classes (also future) that demonstrate preparedness • 2nd Choice of Capstone Section

REQUIRED COMPONENTS OF PORTFOLIUM E-PORTFOLIO TO BE COMPLETED IN GEP 310:

- Complete the Overview Section: 1) Education, 2) Current Position/Work Experience, 3) Lives in location
- Upload a Draft Comprehensive Resume

- Complete an Introduction Statement, serving as a Career Statement
- Create a Potential Jobs Project, and upload it into the Introduction Section. The project will be a 1-2 page PDF file that is described in the deliverables section
- Create a Cover Letter Project, and upload it into the Introduction Section. The project will be a 1 page PDF file consisting of a draft cover letter for one of the three potential jobs identified
- Complete the Work Experience Section. Include all experiences cited in the resume
- Complete the Courses Section, including a description for at least 6 courses
- Complete the Clubs, Affiliations and Programs Section, including 1 extracurricular activity

GRADING:

Attendance:		10
Self-assessment Presentation		10
Role Model Profile Presentation		10
Internship / Volunteer Presentation		10
Comprehensive Résumé	1st Draft	5
	Peer-Reviewed Draft	5
Grad School Statement of Purpose		10
Potential Jobs Statement		5
Elevator Speech		5
Tactical Résumé	1st Draft	5
	Peer-Reviewed Draft	5
Cover Letter	1st Draft	5
	Peer Reviewed Draft	5
Upload E-Portfolio to Portfolium		10
Total:		100

DEADLINES:

Since we are coordinating with the Career Center to supplement our course with a series of workshops, deadlines for deliverables will be specified both in-class and in the assignments on Canvas immediately as they become certain. It is your responsibility to make sure you are aware of the deadlines and to submit course deliverables on time. Late submissions will result in a grade deduction of 1 point per day.

ATTENDANCE:

You are required to attend all class meetings. Attendance will be graded as follows: Present (on time): 100%; Late (more than 10 minutes): 60%; Unauthorized Electronic Device Use: 60%; Absent: 0%. You will be allowed 2 free absences, no questions asked.

SUBMISSIONS AND PEER REVIEW:

- Peer reviewing will be a major part of our learning process in this class. You will be using Microsoft Word to comment, edit, and collaborate on documents. If you do not have Microsoft Office on your personal computer, you can obtain a FREE copy directly from Microsoft, using your SSU email address at <https://products.office.com/en-us/student/office-in-education>. Please obtain this before the second week of class.
 - Peer-Reviewed Final Drafts must be accompanied by the annotated (marked-up) first draft by peer reviewers.
- On Presentation and Peer-Review days, for doing internship and job searches, and for uploading to Portfolium, and for creating assignment submissions, it will be necessary to bring a laptop or tablet (with keyboard) to class. In short, bring your laptop to every class meeting.
- Pay careful attention to the instructions for each assignment regarding how it must be submitted (online to Canvas), which format to use, whether you will also need to bring copies to class (hard copy or electronic), and how we will be using your work for in-class activities.

YOU ARE RESPONSIBLE FOR HAVING READ THE RELEVANT MATERIALS (ON CANVAS) PRIOR TO CLASS MEETINGS.

STUDENTS WITH SPECIAL NEEDS:

If you are a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disabled Student Services, Salazar 1049, phone 707-664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to me, and we will discuss your accommodations.

GLBL 490 (formerly 496)



DEPARTMENT OF GEOGRAPHY, ENVIRONMENT, & PLANNING

GLBL 496/GEP 492A: GLOBAL ISSUES CAPSTONE PRE-SEMINAR: RESEARCH METHODS & DESIGN

FALL 2019 TH 4:00 - 6:40 PM MAP LAB: STEV 3065

OFFICE HOURS: STEV 3002 TH 2:00 P.M. - 3:00 P.M.

INSTRUCTOR: JOHN H. NARDINE NARDINE@SONOMA.EDU

COURSE OVERVIEW:

GLBL 496/GEP 492A, the Global Issues Capstone Pre-Seminar, is designed to equip Global Studies seniors and GEP seniors interested in Society, Environment, and Development with the research methods and design skills, tools, and concepts you will need to meet the high demands of your Capstone Research Project, a highly-independent research project that places significant demands on students to conduct a major research project using established methodological and analytical frameworks. As training for the Capstone Research Project, students will learn and begin to apply these skills by designing a PRELIMINARY PROJECT that lays the groundwork for your Capstone Research Project.

GLBL 496/GEP 492A STUDENT LEARNING OUTCOMES:

By acquiring knowledge of research methodology through lectures and readings, by directly applying this knowledge to your Preliminary Project, and by reflecting on the application of this knowledge in the Reflection on Research Design Process (RRDP) assignment, students who invest sufficient effort will become prepared to:

- conduct a creative, methodical, logically-coherent, and rigorously analytical Capstone Research Project by applying established research methodologies and social science frameworks to create explanations about a problem in the *real world*.

The skills that students will become familiar with, develop in the Preliminary Project and RRDP, and ultimately master producing your Spring Semester Capstone Research Project are to be able:

- to formulate and follow a viable Research Question(s), Objective(s), and Proposition(s) in order to define and guide your exploration of both the real-world empirical data and analytical frameworks that are relevant to the analysis of your project's Case Study;
- to discover and critically evaluate a representative breadth of authoritative Literature in order to refine your understanding of your topic and develop your Research Question, and to build up a useful Analytical Framework to pursue and interpret your Case Study's evidence;
- to apply the Case Study research method in order to define your research project's Units of Analysis and situate them within the context of real-world social systems;
- to apply the Qualitative Research method to the collection of data and the analysis of a real-world problem, and the meanings that stakeholders ascribe to explain the circumstances and issues they live within;
- to derive and interpret meaningful Conclusions from your study's findings in light of the Analytical Frameworks that emerged from both the Literature and real-world data;
- to critically reflect upon and evaluate your own process of learning and discovery, to be transparent and make tacit knowledge explicit, to reflect on your development of and (still) adherence to Research Design, and to be aware of the assumptions and biases you brought to your study.

The Research Design Methodology learned in this course and applied in your Capstone Research Project will equip Global Studies and GEP Society, Environment, and Development graduates with a systemic, highly-structured, yet flexible framework to undertake projects in diverse fields where *complex systems interact*:

- "...diverse social, economic, political, cultural, environmental and demographic conditions found around the world"
- "...the global political, economic and social system, and how world regions contribute to that system"
- "...human aspirations across the globe and conditions inhibiting them"
- "...the complex nature of contemporary social issues...and different theoretical or ideological approaches to addressing them"

DELIVERABLE ASSIGNMENTS:

1) PRELIMINARY RESEARCH PROJECT ASSIGNMENT:

To achieve the course's learning goals, students will conduct a Preliminary Research Project, in groups, that will train you in the skills needed for your Capstone Research Project by creating methodological and analytical frameworks for your Capstone Research Project. Students will:

- create and share a Study Bank of journal or news articles on *current* global issues that are potential project topics, the study of which would apply the culmination of analytical skills and knowledge acquired from your coursework, and form research project groups around the most viable and interesting ones;
- brainstorm on your topic's potential paths for exploration and develop an ongoing Concept Map that fully reflects the evolution of your project
- conduct an Exploratory Literature Review to determine the availability of potential viable Analytical Frameworks that conceptualize your proposed project topic;
- submit a Research Proposal for instructor approval of your proposed study that problematizes the research topic by formulating a viable Research Question(s), Objective(s), and Proposition(s) for your study, and defines and delimits a Case Study that exemplifies the project topic
- submit an Application for Institutional Review Board Approval of your proposed study
- produce *preliminary* Research Design and Literature Review chapters

2) REFLECTION ON RESEARCH DESIGN PROCESS (RRDP):

Learning research design by designing a research project is a three-step process of **1st)** learning established Research Design Methodology, **2nd)** understanding how it can be usefully applied to guide decisions about your research design, and **3rd)** reflecting on research design's interpretive power as a tool to analyze issues in the real-world. Research requires more than just reporting outcomes of "what?" was found out and done; *it requires making the tacit knowledge of "why?" and "how?" the process was done explicit: "Make tacit knowledge explicit"*. To that end, students will create a **Reflexion on Research Design Process** (RRDP) as an ongoing research journal to reflect on and report your emerging knowledge and discovery process for the benefit of your peers.

REQUIRED BOOKS:

- Yin, Robert K. (2016), *Qualitative Research from Start to Finish*, 2nd Edition
- Turabian, Kate L. (2013), *A Manual for Writers of Research Papers, Theses, and Dissertations (Chicago Style for Students & Researchers)*, 8th Edition

REQUIRED READINGS TAKEN FROM, AMONG OTHERS:

- Yin, Robert K. (2014), *Case Study Research, Design and Methods*, 5th Edition
- Creswell, John W. (2013), *Qualitative Inquiry & Research Design*, 3rd Edition
- Bryman, Alan (2008), *Social Research Methods*, 3rd Edition

		Agenda	Readings Due, Assignments, & Lesson Activities
Week 1	8/21	<ul style="list-style-type: none"> Syllabus Frameworks: PBL; Bloom's Taxonomy; SECI Knowledge Creation Study Bank Assignment Mountain Survival Exercise 	<ul style="list-style-type: none"> Topics: Fundamental Competencies for Working Persons; Bloom's Taxonomy of Educational Goals; SECI Model of Knowledge Creation Individual Assignment: create & present a Study Bank of 2 very recent articles from <i>respected</i> journals or news sources that are potential topics for the Preliminary Project. Due 8/28 on USB Activities: Mountain Survival Exercise
Week 2	8/26 8/28	<ul style="list-style-type: none"> Lecture: Qualitative Research Preliminary Project Assignment Study Bank Presentations 	<ul style="list-style-type: none"> Readings due: Yin (2016) Ch. 1: What Is Qualitative Research?; Creswell Ch. 3: Designing a Qualitative Study Group Assignment: Preliminary-Project - First Draft Due: 11/6 11:59 p.m.; Resubmission Due 12/9 5 p.m. Upload to Canvas Due 8/28: Present Study Bank of 3 news articles re. possible research topics for Preliminary-Project
Week 3	9/4	<ul style="list-style-type: none"> Lecture: The Literature Review Exp. Lit. Review Assignment Preliminary Project: Topic Proposals & Group Formation - Session 1: Proposing Topics 	<ul style="list-style-type: none"> Readings due: Rocco & Plakhotnik: Literature Reviews, Conceptual Frameworks, and Theoretical Frameworks; Turabian Ch. 4: Engaging Your Sources; Turabian Ch. 6: Planning a First Draft Individual Assignment: Exploratory Literature Review. Due 9/25 11:59 p.m.: upload to Canvas Activities: Students propose project topics.
Week 4	9/9 9/11	<ul style="list-style-type: none"> Lecture: Identifying Analytical Frameworks in the Literature RRDP Assigned Preliminary-Project: Topic Proposals & Group Formation - Session 2: Finalizing Groups Librarian Catharine Fonseca 	<ul style="list-style-type: none"> Reading due: Yin (2016) Ch. 3: How to Start a Qualitative Research Study Group Assignment: Reflection on Research Design Process: 1st Iteration Due: 10/2; 2nd due 10/30; 3rd due 12/04: in class Activities: Topic Selection and Group Formation: Students will negotiate and compromise to choose topics and form project groups
Week 5	9/16 9/18	<ul style="list-style-type: none"> Lecture: From Topic to Research Question. Project Proposal Assignment Quiz 1 	<ul style="list-style-type: none"> Readings due: The Research Proposal & Planning ~ Deakin University; Turabian Ch. 2: Moving from a Topic to a Question Group Assignment: Project Proposal & 1st Concept Map: First Draft Due 10/9 11:59 p.m.; Resubmission Due 10/23 11:59 p.m.. Upload to Canvas Quiz 1 (9/18): Yin (2016) Ch. 1 & 3; Turabian Ch. 4 & 6; Rocco & Plakhotnik; Creswell Ch. 3;
Week 6	9/23 9/25	<ul style="list-style-type: none"> Lecture: Concept Mapping for Research Project Design 	<ul style="list-style-type: none"> Activities: Concept Mapping: Students will download your choice of Concept Mapping software to laptops before class (suggestions: The Brain; Freemind) Due 9/25: Exploratory Literature Review
Week 7	9/30 10/2	<ul style="list-style-type: none"> Lecture: Qualitative Research Design RRDP-1 	<ul style="list-style-type: none"> Readings: Yin (2014) Ch. 2: Designing Case Studies; Yin (2016) Ch. 4: Choices in Designing Qualitative Research Studies; Due 10/2: RRDP1
Week 8	10/7 10/9	<ul style="list-style-type: none"> Lecture: The Case Study as Qualitative Research Design 	<ul style="list-style-type: none"> Readings due: Yin (2014), Ch. 1: Getting Started; Creswell Ch. 4: Five Qualitative Approaches to Inquiry (pp. 97-102 only) + Appendix A (pp. 293-296) Due 10/9: Project Proposal & Concept Map: 1st Draft
Week 9	10/14 10/16	<ul style="list-style-type: none"> Lecture: Data Collection Methods Supervision Meetings Quiz 2 	<ul style="list-style-type: none"> Reading due: Yin (2016) Chapter 6: Data Collection Methods Activities: Group meetings with instructor on 1st Draft of Project Proposal Quiz 2 (10/16): Deakin University; Turabian Ch. 2; Yin (2014) Ch. 1 & 2; Yin (2016) Ch. 4; Creswell Ch. 4 (pp. 97-102) + Appendix A (pp. 293-296);
Week 10	10/21 10/23	<ul style="list-style-type: none"> Lecture: Qualitative Data Analysis 	<ul style="list-style-type: none"> Readings due: Yin (2014), Ch. 5: Analyzing Case Study Evidence; Bryman, Ch. 22: Qualitative Data Analysis; Yin (2106) Ch. 8: Analyzing Qualitative Data, I: Compiling, Disassembling, Reassembling; Yin (2016) Ch. 9: Analyzing Qualitative Data, II: Interpreting & Concluding. Due 10/23: Resubmission of Project Proposal
Week 11	10/28 10/30	<ul style="list-style-type: none"> Lecture: Citation & Reference Styles / Avoiding Plagiarism RRDP-2 	<ul style="list-style-type: none"> Due 10/30: RRDP2
Week 12	11/4 11/6	<ul style="list-style-type: none"> Group Work 	<ul style="list-style-type: none"> Activities: Group Work Due 11/6: Preliminary Project First Draft: Preliminary Research Design and Literature Review Chapters
Week 13	11/13	<ul style="list-style-type: none"> Supervision Meetings 	<ul style="list-style-type: none"> Activities: Group meetings with instructor on 1st Draft of Research Design and Literature Review chapters.
Week 14	11/18 11/20	<ul style="list-style-type: none"> Group Supervision Meetings 	<ul style="list-style-type: none"> Activities: Group meetings with instructor on 1st Draft of Research Design and Literature Review chapters.
Week 15	11/25	<ul style="list-style-type: none"> Quiz 3 	<ul style="list-style-type: none"> Quiz 3: Yin (2014), Ch. 5; Yin (2016) Chs. 6, 8 - 9; Bryman, Ch. 22
Week 16	12/2 12/4	<ul style="list-style-type: none"> RRDP-Final 	<ul style="list-style-type: none"> Due 12/4: RRDP3
Week 17	12/9	<p><i>Holiday Potluck!</i>: 5 p.m. (attendance optional)</p>	<p>Due: Resubmission of Preliminary Project (upload as Word document to Canvas)</p>

EVALUATION:

Study Bank		5 points
Exploratory Literature Review		5 points
Research Proposal w/ Research Question (w/ 1st concept map)		
1 st Submission:	5 points*	
Resubmission (after Instructor meeting):	5 points*	10 points
Submitted IRB Application		5 points*
Quiz 1	10 points	
Quiz 2	10 points	
Quiz 3	10 points	30 points total
Reflection on Research Design Process 1	5 points*	
Reflection on Research Design Process 2	5 points*	
Reflection on Research Design Process 3	5 points*	15 points total
 <u>PRELIMINARY PROJECT CHAPTERS:</u>		
Research Design Chapter		
Literature Review Chapter		
1 st Draft Submission (with updated concept map)	15 points*	
Resubmission (after supervision meeting):	15 points*	30 points total = 100 points total ¹

*The assignments marked with an asterisk are undifferentiated group grades (though the absence of a group member during an RRDP presentation will result in a grade of 0 for that individual). To address the potential problem of “free riders”, group members are obligated to confront group members who are not contributing more or less equally to an assignment **early**, and, if this doesn’t resolve the issue, to report the problem to the instructor **early**. By the same token, if you feel you are being excluded from making meaningful contributions to the group’s project, you are likewise obligated to talk to your group first, and your instructor second, sooner rather than later. Don’t wait until it is too late to resolve the issue in a way that is fair to all group members.

SUBMISSION FORMAT REQUIREMENTS:

All submissions must be in Microsoft Word, Times New Roman 12 point font, 1.5 spacing. Full references in footnote style citations (Chicago), and a complete Works Cited section referencing all source materials. Submissions deviating from these requirements will not be accepted and counted as late until revised.

ATTENDANCE:

Unexcused absences (those *not* excused by a doctor’s note or similar official documentation of unavoidable detention) will result in a final grade reduction of 3.5 points per absence. Arriving to class more than **15 minutes late** will result in a final grade reduction of 1 point per tardiness. Except during hourly 10 minute breaks, **non class-related internet use** counts as 1 tardiness.

PLAGIARISM:

I have an absolute zero-tolerance policy on plagiarism and *extensive* experience catching those who commit it. Students are highly encouraged to use the plagiarism checker in *Turnitin* to avoid unintentional plagiarism. Any student whose work is tainted by plagiarism will at best receive a score of “0” for the entire course, and, at worst, be reported to university officials for further disciplinary action. I encourage you to visit SSU’s website for a full understanding of the possible further possible consequences of plagiarism at: http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm .

DISABILITIES:

If any student needs accommodation for a disability, please contact me within the first two weeks of class to discuss reasonable accommodations. For more information, refer to <http://www.sonoma.edu/dss/>.

¹ **Short Submissions:** Submissions under the minimum page count will be scored as a percentage of the assignment’s minimum page count (e.g., 5.6 pages submitted of a 10 page assignment will be scored as 56%). **Late Submissions:** 10% (off of a possible 100%) will be deducted for each day a submission is overdue.

GLBL 491 (formerly 498)



DEPARTMENT OF GEOGRAPHY, ENVIRONMENT, & PLANNING

GLBL 498 Global Studies (& GEP) Senior Capstone Seminar

Spring 2020 T-Th 17:00 - 18:50 STEV 3065

John H. Nardine Office hours: T-Th. 16:00 - 17:00 STEV 3002

(707) 731-9709 nardine@sonoma.edu

COURSE DESCRIPTION:

The Capstone Seminar is an opportunity for Global Studies and GEP seniors to synthesize and critically reflect on their education through an extended independent research project. This project is also an opportunity to apply the qualitative research design methodology we focused on in GBL 496/GEP 492A. Research projects will continue to be conducted in groups formed around common interest in a relevant research topic (topics *must* be related to your concentration and capitalize on your coursework), and the semester will culminate in a group presentation and oral defense of your final written report.

RESEARCH SUPERVISION:

It is your responsibility to recruit an external advisor (a letter to potential advisors that explains their role is available on the course Canvas page). Ideally, this will be an instructor at least one member of your group has taken classes from. If you are unsure of whom to approach, Dr. Goman and I will assist you in securing an external advisor.

Research groups are required to report on their first meeting with their external advisor by **THURSDAY FEBRUARY 6TH**. The first meeting with your external advisor will provide commentary on your Updated Project Proposal & Research Question; you are encouraged to solicit advice on relevant literature and analytical frameworks. For this each draft submission, you will implement your External Advisor's (and Instructor's) suggestions, and/or address/rebut their concerns, and re-submit a revised draft based upon their feedback (except †).

RESEARCH PRESENTATION:

Groups will make a public presentation of their findings in the same week as their final submission. Presentations will be limited to 10 minutes x the number of group members; e.g., a 3-person group is allocated 30 minutes (a group of one is, however, allocated 15 min.), with a deduction of 5 points for every minute over.

PROJECT MANAGEMENT RESOURCES:

You are strongly encouraged to continue employing Concept Mapping and Kanban to organize and manage your project as it becomes more complex.

The class meets in the GEP Map Lab so you should plan on bringing your laptop since group project work will require collaborating on texts, searching databases, updating concept maps, etc.

ATTENDANCE:

Attending entire class meetings is expected and will be tracked. You are allowed 2 free unexcused absences this semester: no questions asked. Beyond that, unexcused (w/o proper documentation) absences will count as 0%. Arriving late or leaving the classroom early (> 20 mins.), without permission, will count as a 40% deduction of the daily grade. Attendance overall counts as 10% of your course grade.

REQUIRED TEXT:

There is no required textbook purchase for this class; however, students are expected to actively review last semester's readings to ensure that their research project conforms to the prescribed research design methodologies and style guidelines.

COURSE EVALUATION AND REQUIREMENTS:

ATTENDANCE:	10 points
WRITTEN REPORT ON ADVISING MEETING:	
• Report on 1 st Advising Meeting w/ External Advisor:	
• Report on 2 nd Advising Meeting w/ External Advisor:	
• Report on Final Advising Meeting w/ External Advisor:	
ASSIGNMENT GROUP TOTAL (AVERAGED):	<u>7.5 points</u>
INFORMAL ORAL REPORTS ON PROJECT STATUS:	
• 1 st Report on Project Status:	
• 2 nd Report on Project Status:	
• 3 rd Report on Project Status:	
ASSIGNMENT GROUP TOTAL (AVERAGED):	<u>7.5 points</u>
DRAFT SUBMISSIONS:	
• Updated Project Proposal (post-External Advisor Meeting):	5 points
• First-half draft:	
▶ 1 st Submission:	
▶ Resubmission (after Advisor meeting):	
ASSIGNMENT GROUP TOTAL:	10 points
• Second-half draft:	
▶ 1 st Submission (+ Resubmission optional):	10 points
PUBLIC RESEARCH PRESENTATION:	10 points
FINAL PROJECT SUBMISSION:	20 points (absolute deadline: late = 0%)
ORAL DEFENSE:	20 points
COURSE TOTAL:	100

SUBMISSION REQUIREMENTS:

All Reports and Draft Submissions must be uploaded to the GLBL498 Canvas site. Reports and Submissions under the minimum page count will be scored as a percentage of the assignment's minimum page count (e.g., 5.6 pages submitted of a 10 page assignment will be scored as 56%). In addition, 10% (off of a possible 100%) will be deducted for each day a submission is overdue. Grades (except attendance) are group grades, except in the instance of a 'freerider'.¹

The page requirements for the Capstone Thesis Project are as follows:

- 2 students: maximum 40 pages (minimum 35 pages)
- 3 students: maximum 50 pages (minimum 45 pages)
- 4 students: maximum 60 pages (minimum 55 pages)

Note: The page count listed above is for estimation purposes only; the actual length of the project will be assessed as: one standard page = 2400 keystrokes including spaces. The paper will not be accepted if it is short of or in excess of the page number requirements.² Students are required to submit one (1) digital copy of the final project, one (1) double-sided, printed, & spiral bound hard copy for the instructor (which must

¹ To address the potential problem of 'free riders', group members are obligated to confront group members who are not contributing more or less equally to the project **early**, and, if this doesn't resolve the issue, to report the problem to the instructor **early**. By the same token, if you feel you are being excluded from making meaningful contributions to the group's project, you are likewise obligated to talk to your group first, and your instructor second, sooner rather than later. Don't wait until it is too late to resolve the issue in a way that is fair to **all** group members.

² The Abstract + Keywords, Table of Contents, Works Cited, and Appendix are NOT included in the page count. **Overage:** the course instructor may grant dispensation from the page limit up to an excess of 10% beyond the maximum allowable number of pages.

include the **standard examination front page**³ immediately after the cover page [available on Canvas]), and one (1) double-sided, printed, & spiral bound hard copy for the group's advisor. It is highly recommended that you also print a hard copy for each group member's use during the oral examination.

Submission Format Requirements: All submissions must be in Microsoft Word, Times New Roman 12 point font, 1.5 spacing, Footnote style citations (Chicago), and a complete Works Cited section referencing all source materials that were used. Submissions deviating from format requirements will not be accepted and counted late until resubmitted.

The written project must contain all of these essential features (each typically forming a section of your paper): 1) Abstract + Keywords & TOC; 2) Introduction (culminating in an explicit Research Question); 3) Research Design Methodology; 4) Literature Review (establishing the Analytical Framework); 5) Case Study (the background context and *independently collected* empirical data of your case); 6) Analysis and Discussion; 7) Conclusion; 8) Proper Citation & Reference format throughout (*Notes-Bibliography style is required*); 9) Complete and well-organized list of Works Cited adhering to required reference format. *Omission of any one of these components will result in a failing paper.*

e-Portfolio:

GLBL MAJORS ONLY: completion of your Global Studies e-Portfolio is a graduation requirement and required to receive a grade in this course (a grade of Incomplete will be submitted until then).

Plagiarism:

I have a zero-tolerance policy on plagiarism and, unfortunately, *extensive* experience catching those who commit it. Any submission tainted by plagiarism will at best receive a score of "0" (*for the whole group*). Visit SSU's website for a full understanding of the possible further consequences of plagiarism at: http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm. Better yet, *simply acknowledge all of your sources* using good citation and reference discipline!

SPRING 2020 PROJECT SCHEDULE (subject to change)

		In-Class Content	Assignments & Deadlines
Week 1	T 1/21	Course Syllabus	Assigned: Review and Update Project Proposal / Submit to External Advisor / Schedule 1st Formal Meeting
	Th 1/23	CLASS CANCELLED	
Week 2	T 1/28		Assigned: First-half Draft Submission: <u>Up-to-Date Research Design</u> (min. 2 pages), <u>Up-to-Date Lit. Review, Case Study chapters. 10 - 15 pages</u> (not including Works Cited). Notes-bibliography style citations and complete (to-date) Works Cited required or re-submission with late submission penalty.
	Th 1/30		
Week 3	T 2/4		
	Th 2/6	Due: 1st Informal Oral Report on Project Status	Due: Report on Project Proposal Advising Meeting w/ External Advisor (2 pages)
Week 4	T 2/11	Instructor Supervision Meetings	
	Th 2/13		Due: Updated Project Proposal (post-Instructor and External Advisor Meetings)
Week 5	T 2/18		

³ All collaborators in the group or individual project must sign the form and submit it with the project to be accepted.

	Th 2/20		
Week 6	T 2/25		
	Th 2/27		Due: First-half Draft 1st Submission: <i>Up-to-Date Research Design</i> (min. 2 pages), <i>Up-to-Date Lit. Review</i> , <i>Case Study</i> , Provisional Works Cited. 10 - 15 pages
Week 7	T 3/3		
	Th 3/5	Due: 2nd Informal Oral Report on Project Status	Due: Report on 2nd Meeting with External Advisor (2 Pages).
Week 8	T 3/10	Instructor Supervision Meetings	
	Th 3/12		Due: First-half Draft <u>Re-Submission</u>
Week 9	3/17 - 3/20	SPRING BREAK	
Week 10	T 3/24		Assigned: Second-half Draft: Analysis & Discussion, Conclusion chapters. 10 - 15 pages (not including Works Cited). Note-bibliography style citations and <i>complete</i> (to-date) Works Cited required or re-submission with late submission penalty.
	Th 3/26		
Week 11	T 3/31	CESAR CHAVEZ DAY ~ NO CLASS	
	Th 4/2		
Week 12	T 4/7		
	Th 4/9	Lecture: Oral Presentations	Assigned: Public Research Presentation
Week 13	T 4/14		
	Th 4/16		Due: Second-half Draft 1st Submission: Analysis & Discussion, Conclusion chapters <i>only</i> (must include up-to-date provisional Works Cited). 10 - 15 pages
Week 14	T 4/21		
	Th 4/23	Due: 3rd Informal Oral Report on Project Status	Due: Report on Final Meeting with External Advisor (2 pages).
Week 15	T 4/28	Instructor Supervision Meetings	
	Th 4/30	<u>PRACTICE PRESENTATIONS W/ PEER EVALUATIONS:</u>	
Week 16	T 5/5		Due: Public Research Presentations
	Th 5/7		Due: Final Project Submission Th 5/7 at 18:50
Week 17	Finals Week (5/11 - 5/15): Oral Defenses <i>Thursday 5/14, 17:00 ~ Summer Potluck Party!</i>		