

## ***Undergraduate Academic Program Review***

**Name of Program:** International Studies

**Name and contact information for person completing the review:**

December Green, 317 Millett Hall, 775-4817, december.green@wright.edu

**Indicate whether the program is**

on campus  
 online  
 both

**NCA Criterion 1—Mission and Integrity**

**NCA Criterion 2—Preparing for the Future**

**NCA Criterion 3—Student Learning and Effective Teaching**

**NCA Criterion 4—Acquisition, Discovery, and Application of Knowledge**

**NCA Criterion 5—Engagement and Service**

### **I. Program Mission (NCA Criterion 1 and Criterion 5)**

#### **? program mission statement (should identify constituency served) (1A, 1B)**

The International Studies (IS) Program offers an interdisciplinary Bachelor of Arts degree within the College of Liberal Arts of Wright State University. Our primary mission is to serve our majors, our primary constituency. We take an interdisciplinary approach in providing students with the background, knowledge and skills necessary for success in an increasingly interdependent world. In its study of how cultural, historical, political and economic forces affect international relations, the International Studies Program endeavors to promote greater understanding of ourselves and others. It promotes learning and scholarship while serving the community at the local, state, national, and international levels by preparing an informed global citizen.

To fulfill this mission, students work in close consultation with their academic advisor to design and tailor an individualized program of study. Each student selects courses from a curriculum associated with one of six specialized tracks, based on their academic interests and career goals (the tracks are International Diplomacy and Peace Studies, Area Studies, Comparative Cultures, International Economic Affairs, Global Gender Studies, and Research/Intelligence Analyst). Students may augment their coursework with internships, co-ops, and study abroad opportunities.

#### **? consistency with university mission (1C, 1E)**

The International Studies Program follows the lead of Wright State University as a catalyst for educational excellence in the Miami Valley, promoting life-long learning and service. Consonant with the mission of the University, the central aim of the International Studies Program is the attainment of educational excellence through quality instruction. More specifically, IS promotes leadership in human services and international and cultural understanding while fostering collegial involvement and responsibility for continuous improvement of education.

? **consistency with college mission (1C, 1E)**

The College of Liberal Arts seeks to provide a quality general and liberal arts education, undergraduate and graduate experience, and the International Studies Program contributes to all of these goals. Although International Studies does not house a faculty of its own, faculty from across the College offer general education courses that are international in nature (most notably in Areas II, IV, and the College Component). The International Studies Program exists to support the BA in International Studies, but it complements every other major on campus. Many IS majors go on to pursue Masters degrees in our International Comparative Politics and Humanities programs, and a large number of IS courses are cross-listed at the graduate level and serve these MA programs.

? **consistency of goals, learning objectives with program mission (1C)**

The goals of the International Studies Program are reflected in the program mission: to help students obtain acceptance to graduate or professional schools, to secure employment in occupations related to their concentrations and their other coursework in the major. In addition, IS seeks to enhance students' self-understanding, as well as the relationship between themselves and others. The Program's learning objectives serve all of these goals: students will attain proficiency in a second language; will demonstrate themselves to be capable of conducting independent research and have effective research skills; will have strong critical thinking and creative problem-solving skills, and will be effective writers.

? **extent to which program prepares students to "live and work in a global, diverse, and technological society" (4C)**

Although the International Studies Program does not offer courses of its own, it both supports and benefits from the internationalization of the university's curriculum. This effort has helped to expand the International Studies' program's course offerings. On the other hand, International Studies exists to promote interest in and understanding of global issues. It provides students with the opportunity to draw together a multidisciplinary program of study that is international in content. In addition, the International Studies program encourages study abroad (and, although it is not a program requirement, increasing numbers of IS majors---and non-majors---are doing so).

? **extent to which program, through its curriculum and co-curriculum, fosters civic engagement and social responsibility (5A, 5C)**

Through its curriculum the International Studies Program fosters civic engagement and social responsibility. A variety of courses from across disciplines and colleges, as well as experiential learning opportunities (internships at the American Friends Service Committee, Catholic Social Services, the National Air and Space Intelligence Center, and Washington Center Internships, as well as participation in the Model United Nations) support these goals. For example, an ethics course is a required part of our curriculum for our majors planning to work as intelligence analysts. IS majors have worked as unpaid interns on presidential campaigns, on international campaigns to eliminate Africa's debt, and they have won praise for helping refugee families from around the world make the transition to life in Dayton.

? **extent to which program fosters life-long learning (4A)**

The International Studies Program fosters life-long learning by providing students with the tools of language, critical thinking and analysis. It prepares students to assume their roles as effective and informed global citizens, while laying the groundwork for promoting international understanding.

As evidence of this, in a survey of IS graduates conducted in 2007, every single respondent agreed that the coursework they took for their IS degree enhanced their ability to understand world affairs, their understanding of other cultures, and of their own personal values. In addition, in the exit interviews conducted every year since 2004, 100% of our graduating seniors expressed satisfaction with the program over all.

? **interrelationship with general education (1C, 4B)**

The International Studies Program does not house faculty nor therefore offer courses under an IS designation. However, a number of IS courses are also general education courses (although our majors may not double count or use the same course as a general education requirement and toward the IS core or track). Examples include WMS 200, ART 214, and CST 232.

? **interrelationship with other WSU programs (1C)**

The International Studies Program is an interdisciplinary program that was created from existing courses offered by departments from across the University. It does not house faculty nor does it offer courses under an IS designation, but International Studies does complement every other program and major on campus, as anyone seeking to internationalize their program of study would benefit from a dual major or minor in IS. In addition, the International Studies Program shares several courses cross-listed with our Masters of International and Comparative Politics and Masters of Humanities Programs. Examples include PLS 485/685, PLS 453/653, and PLS 451/651.

Because the current director of International Studies is a professor of Political Science, International Studies is highly dependent upon the Department of Political Science's personnel and resources. The director works with an International Studies Committee comprised of representatives from departments which offer the most IS courses. Members of the committee are nominated by the director and approved by the Dean of the College of Liberal Arts each year. Members of the current (2008-2009) committee include the director, Dr. Susan Carrafiello (History, Honors Program), Dr. Lisa Morrisette (Art), Dr. David Petreman (Modern Languages), and Dr. Donna Schlagheck (Political Science). The director communicates as needed with department chairs to make requests concerning the frequency and timing of course offerings. The director also helps to publicize and promote courses with low enrollments and lobbies for the creation of new courses.

? **community engagement (5C, 5D)**

As mentioned earlier, several IS majors volunteer as interns in the Dayton area each year. In recent years, most of the IS majors who interned did so with Catholic Social

Services, working with refugee resettlement. In addition, in various capacities the IS director has supported the work of the Dayton Council on World Affairs, the University of Dayton's Lifelong Learning Institute, the local chapter of Amnesty International, and the Defense Institute of Security Assistance Management (at Wright Patterson Air Force Base). In addition, members of the community have served as guest speakers in International Studies courses. For example, Migwe Kimemia of the American Friends Service Committee has spoken several times on campus about immigration issues and Africa. International Studies has also co-sponsored public lectures on and off campus, such as career workshops for those considering an International Studies degree, and a program on Darfur led by Physicians for Human Rights.

## II. Program Description (NCA Criterion 2)

- ? **brief history of program, emphasizing past seven years (e.g., changes in administration, change in program direction, new degrees, minors, or certificates, de- or re-activation of program), including recommendations of any previous internal and/or external program reviews**

In the last several years there has been no change in administration or significant alteration in program direction. In Fall 2000, the founding director of International Studies, Donna Schlagheck, was promoted to chair the Department of Political Science. At that time December Green (Political Science) was appointed as director of International Studies and she continues in that role today. In 1999 a sixth track (Research Intelligence Analyst) was approved and added to the program of study (it quickly displaced International Economic Affairs as our second most popular track. Our most popular track continues to be Diplomacy and Peace Studies). Since 2000-2001 the IS program has enjoyed a significant expansion, growing from 62 majors (including intending) to 118 majors (including intending) in 2007-2008. The IS minor was established in 2004, and IS majors were able to earn departmental honors, beginning in 2004.

The number of course offerings has grown over the last several years, as the University has increasingly internationalized the curriculum. On the 2001 major check sheet, our students had 144 different courses to choose from. Our 2008 check sheet includes 185 courses. A variety of factors, including new hires, helps to explain this expansion. In addition, the award of two US Department of Education Title VIA grants (in 2003 and 2008) contributed to the expansion of course offerings on Europe, the Americas, and Asia.

Since 2000, revisions of the curriculum have been approved and enacted, but these have all been very minor and did not involve any structural changes. For example, REL 245 was eventually removed as an International Studies core course because it was no longer offered by the Department of Religion (another course, CST 232, readily replaced it as the CST already existed as an alternative in our curriculum and is offered every quarter).

- ? **number of students served:**

It would be virtually impossible to estimate the number of students who have taken International Studies courses, but according to Wright State's Office of Institutional

Research, a grand total of 725 students have moved through the major between 2000 and 2008.

? **number of majors:**

In 2007-2008, the International Studies Program had 93 majors (25 intending) for a total of 118; in 2000-2001 we had 53 majors (9 intending), totaling 62. The number of majors has increased steadily every year since 2001. This number amounts to a near doubling in the number of majors since 2000-2001 and reflects nation-wide trends in terms of rising interest in International Studies.

		<u>Number of IS Majors*</u>					
2000-1	2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8
62	56	74	93	98	110	114	118

\*(includes intending)

? **number of minors:**

2007-2008: 6; there was no minor in 2000. Since the minor was established in 2004, IS has averaged 6 minors each year. Most IS minors have the following majors: International Business, Anthropology, History.

? **number enrolled in certificate program (if applicable):** N/A.

? **number of faculty:**

2008: 0

2001: 0

? **student/faculty ratio, average class size:**

Because of the variability in courses, such an estimate would be meaningless.

? **balance in rank of program faculty:** N/A

? **number of staff:**

2008: .50 Senior Administrative Specialists.

2001: .50 Senior Administrative Specialists.

? **diversity (gender, race, ethnicity) of majors, faculty, and staff:**

**Majors (by race):\***

2007-2008: 6 Asian; 9 African-American; 2 Foreign; 3 Hispanic; 1 Native American; 12 unknown; 85 Caucasian.

2000-2001: 6 Asian; 7 African-American; 2 Foreign; 1 Hispanic; 4 unknown; 42 Caucasian.

**Majors (by gender):\***

2007-2008: 42 male; 76 female.

2000-2001: 21 male; 41 female.

\* Includes intending. The designation "Native American" was not listed in the 2000-2001 data.

**Faculty (by race):** N/A

**Faculty (by gender):** N/A

**Staff (by race and gender)**

2007: 1 Caucasian, female.

2001: 1 Caucasian, female.

? **Budget**

The operating budget for the program has remained largely unchanged for the last eight years. For all intents and purposes, there is no budget; International Studies is dependent on the resources provided the Department of Political Science, and as needed (i.e.: for brochures) from the College of Liberal Arts. However, the number of majors has grown, as have pressures on equipment, support staff and the director.

? **facilities and equipment/instrumentation:** N/A

? **technology and information resources and services:** N/A

? **program cost**

Given our low overhead, the ratio of cost to revenue generated in the International Studies program has to be among the best in the College.

### III. Program Effectiveness (NCA Criterion 3 and Criterion 4)

? **achievement of student learning outcomes (Please summarize program assessment findings for past five years and subsequent improvements to program) (3A)**

The International Studies Program prioritizes the following learning outcomes: proficiency in a second language; critical thinking, research, problem-solving and writing skills. In order to graduate, International Studies majors must achieve proficiency in a second language (commonly defined as passing three years of college level language courses). The majority of International Studies courses are writing intensive. Therefore, our majors get many opportunities to refine their research, critical thinking, problem solving, and writing skills.

For example, the 15 IS majors graduating in 2004-2005 took a total of 130 writing intensive courses for the major (with 127 passing grades, a 98% success rate). In other words, the average IS grad that year took nearly nine writing intensive courses for the major (seven more than is required by the College of Liberal Arts, for the major).

More impressively, the 23 IS majors who graduated in 2007-2008 took (and passed) a total of 293 writing intensive courses (averaging 13 writing intensive courses

per student, far above and beyond the CoLA requirement. This is a very promising sign, given our objectives).

In an additional attempt to measure success in our learning outcomes, the International Studies Committee began in 2003 to collect and analyze student writing samples provided by graduating seniors. We reported success in terms of our learning outcomes by the letter grade the student had earned from the professor for whom the paper was written. That year, five papers were reviewed, and all five had earned A's or B's, suggesting a near-perfect success rate, in terms of our goals.

However, by 2004, the members of the committee decided to perform a more independent analysis of the writing samples. The author's name was removed from each paper, the paper was read by three members of the IS Committee, and assessed on a rubric specifically identifying 1) whether the paper had a thesis; 2) whether the author presented an argument in support of the thesis; 3) whether the author used sources critically; and 4) whether the author cited sources in a way that is consistent with the discipline. Based on their combined evaluation, these were the results from 2004-5 and 2007-2008 assessment reports:

- 2004-2005: nine papers evaluated:
  - Eight papers passed on all four measures.
  - One paper passed on three of four measures.
- 2007-2008: 13 papers evaluated:
  - Ten papers passed on all four measures.
  - One paper passed on three of four measures.
  - Two papers passed on two of four measures.

Although the most recent report suggests that some of our students could do better, over all the evidence from the writing samples demonstrates a high level of success in meeting our goals concerning writing, research, critical-thinking, and problem-solving skills.

Another source of information about the program's effectiveness (and whether we are achieving our learning outcomes) is the annual assessment report. An analysis of the assessment reports for the period 2004-2008 suggests that students are meeting the following objectives:

- As is detailed elsewhere in this report, students are securing employment in their chosen fields.
- Students are gaining admission to law or graduate school: we are sending a small but growing number of students to competitive graduate programs such as the American University, the Ohio State University, Florida State University, the University of South Carolina, the University of Pittsburg, and Wright State University.
- Graduates are prepared to assume their roles as effective and informed citizens: graduates report unanimously that they vote and are likely take part in other forms of political participation.

? **student retention rate (3A)**

The Department has not tracked the retention rate of its majors.

? **number of graduates annually (3A):**

2000-2001: 15

2007-2008: 23

? **placement of graduates (e.g., employment, graduate study) (3A)**

Exit interviews and alumni surveys demonstrate a high level of satisfaction with the preparation IS students receive here as they enter the workforce. In a survey of IS grads conducted in 2007, 61% of respondents reported that they had sought an advanced degree and 100% reported that they felt that were prepared to obtain acceptance to a graduate or professional school. Our graduates have received MBAs, M.Eds, MAs, Ms, and MPAs from institutions such as the American University, the Ohio State University, Florida State University, the University of South Carolina, the University of Pittsburg, and Wright State University.

International Studies graduates from Wright State have found have found employment in the public and private sectors, including careers as intelligence specialists, business analysts, consultants, research associates, military officers, teachers, in the AmeriCorps, as instructors of English as a second language, in publishing, as the director of an international student office at a university.

? **teaching effectiveness (3B, 3D):**

In the exit interviews collected between 2004 and 2008 (2004 was the first year of this practice), graduating IS seniors routinely reported very high levels of satisfaction with their professors' teaching. Although there is occasionally a complaint about one professor or another, over all the students characterize their IS professors as effective teachers.

? **faculty productivity (e.g., publications, grants) (4A):** N/A

? **interrelations of program's teaching, research, service activities (3A-D, 4A-C, 5 A-C):** N/A

? **integration of technology into curriculum and instruction (3C):** N/A

? **description of how program ensures that it is always current (4C):**

The IS director keeps abreast of trends in IS programs through the International Studies Association, checking the websites of a variety of other IS programs around the country, and by following the news of IS programs as provided by publications such as *The Chronicle of Higher Education*.

? **“comparative advantage” (e.g., distinctiveness in terms of students served, differentiation from programs offered at other regional institutions, strengths attributable to collaborative/interdisciplinary nature of program, etc.)**

WSU's International Studies Program is distinguished by the breadth of its program. We offer six distinctive tracks (or programs of study) within the major, to help prepare majors for work in a variety of fields. In addition, the IS Program offers courses from virtually every department and program in the College of Liberal Arts, as well as courses from the

College of Math and Science, and the Raj Sooin College of Business. The International Studies major is unique in that it is the one major on campus that (in combination with proficiency in a second language) enables students to obtain an understanding of the world through a truly interdisciplinary approach and multidisciplinary perspective.

The University of Dayton (UD) is the only other university in the greater Dayton area to offer an International Studies program. Antioch had a program, but is closed. Wittenberg University offers Africana Studies, East Asian Studies, and Russian and Central Eurasian Studies, but not International Studies. Wright State's International Studies Program compares favorably to UD's. We offer similar programs of study (for example, although they offer concentrations whereas we offer tracks, we both offer peace studies, gender studies, and international economics). UD does offer more programs of study and programs that we don't offer (such as environmental sustainability, migration, and Marianist social transformation), but these programs are much more rigid and limited in terms of the variety of coursework allowed (or available). For example, their environmental sustainability and migration programs only differ by one course. Their environmental sustainability course is only differentiated from their migration program by one (biology) course. In addition, UD does not offer programs of study in areas that we do: namely, the Research Intelligence Analyst track and the Comparative Cultures track. UD only offers regional concentrations on Africa and Europe (Wright State's IS program offers concentrations on these regions, as well as on Latin America, Asia, and the Middle East).

One major difference the IS programs at UD and WSU is that UD requires an experiential component: all IS majors at UD must study abroad or do an international internship. WSU recommends and encourages study abroad and similar experiences, but does not require them.

Another difference between the two programs concerns foreign language offerings. WSU offers French, Spanish, German (and only recently) Chinese and Japanese through the third year (a third year of language is a requirement for all IS majors). It is possible that WSU will offer Russian through the third year in the near future. UD offers three years of French, Spanish, German, Italian, Latin, and Russian. It offers two years of Arabic, Chinese, and Hindi. Because Wittenberg has not offered third year Chinese in several years, this means that WSU is the only university in the greater Dayton area to do so. Wright State has recently added Arabic as an option, but at this point it is only planned to be offered through the second year. No four-year university in the area offers Farsi or Swahili, and none currently offer Arabic through the third year.

If the program is online, respond to the following questions (**drawn from NCA Best Practices**): N/A

- ? Is the online program taught by the same faculty as the on-campus program?
- ? How do the retention and graduation rates of the online and on-campus programs compare?
- ? How does the achievement of learning outcomes by online students compare with those by on-campus students?

- ? How does student evaluation of instruction for online classes compare to that for on-campus courses?
- ? How does the online program provide for appropriate interaction (synchronous or asynchronous) between students and instructor and among students?
- ? How does access to academic and technical support programs compare for online and on-campus students and for online and on-campus faculty?
- ? How does the program provide a coherent plan for student access to all courses necessary to complete the program (or provide clear notification of requirements not included in electronic offerings)?
- ? How have issues of workload, compensation, and ownership of intellectual property been addressed by the program?
- ? How have issues of security of personal information been addressed?

#### IV. Program Needs/Areas in Need of Improvement

- ? **Summarize the program needs (e.g., personnel, facilities, equipment) identified in this program review and the areas in need of improvement.**

There are two areas in which the program could clearly use improvement. One concerns course offerings. We greatly need to balance our curriculum with more course offerings in the areas of Middle Eastern and African studies. We also need to build our curriculum on Latin America. Although our first US Department of Education Title VIA grant led to the creation of two new courses on the Americas, one of these courses (Canadian Politics) is no longer offered, as the professor has left WSU. We also need to offer more foreign language courses through the 300-level, and to include new languages, such as Swahili and Farsi.

The other area for improvement concerns experiential learning. We need to increase our efforts to facilitate the participation of more of our students in study abroad programs and internships, particularly the Washington Center Internship program. We can do this in a variety of ways, but financial assistance will be key. In addition, WSU's Ambassador programs will continue to attract our students for many reasons. We need to open up more parts of the world to our students, and since travel outside Europe and Latin America is expensive (and prohibitively so) for many of them, scholarships will be a necessity.

#### V. Proposed Improvement Action Plan

- ? **Summarize the actions that will be taken in response to the findings of this program assessment. Provide a timeline that indicates how these changes will be implemented and assessed over the next seven years.**

The award of two US Department of Education Title VIA grants since 2003 has helped to improve our curricular offerings in Asian, European (and, to a lesser degree) Latin American studies. Given the current economic climate, our best hope for increasing our course offerings (including, but not restricted to foreign language) is to win another Title VIA grant for African and Middle Eastern studies.

The College of Liberal Arts has begun offering scholarships to encourage study abroad. International Studies needs to obtain assistance in expanding such programs.