

**Evaluation of the International Degree Program at  
Oregon State University**

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**ID Program Staff:  
Joe Hoff, Ph.D.  
Renee Stowell**

*International Degree Program in a nutshell*

Current students:	67
Graduated in 2008:	13
Average GPA:	3.47
Full-time staff:	1.25
Leading Colleges:	CLA, Science, Honors
Countries in 2008-09:	26

**Evaluators**

Robert A. Frost, Assistant Professor  
&  
Jennifer M. Busick, Graduate Intern

Department of Adult Education & Higher Education Leadership  
College of Education



## Executive Summary of Strengths and Challenges

### Strengths:

1. Faculty advisers overwhelmingly support the ID Program.
2. Students meet program requirements of; prioritizing language acquisition; studying in countries where the ID student's foreign language is the first language; and selecting countries that demand higher levels of intercultural understanding and tolerance.
3. Alumni indicate the ID Program was a key "launch point" of their career.
4. Similar to an honors program, there are extensive human resource investments made in the program that are more based on program loyalty than in a budget or staffing context.
5. International Degree program staff at other universities are well aware of Oregon State's IDP as a "historical first" and a national trendsetter.
6. The IDP attracts top-notch students to Oregon State, functioning much like other specialized or "honors" programs.
7. There is Oregon State marketing potential in promoting the success of ID students in association with an OSU education.
8. Faculty and alumni report that students are very well supported by ID staff.
9. The IDP offers more flexibility in some areas (length abroad, language areas) than competitors, while still retaining strong emphasis on high academic standards.

### Challenges include:

1. The ID lacks widespread recognition. According to faculty advisers, many faculty and potential students are unaware the program exists.
2. Training needed for faculty advisers on how programs and credits articulate across institutional and national borders. Given the vital role of faculty advisers, there is some need for continuous training and updates of this loosely coupled team.
3. The ID program needs to develop a set of program-wide learning outcomes.
4. Faculty lack motivation or reward for being involved with ID. Some feel colleges take advantage of their commitment to students. As a result, it is difficult to find thesis mentors in some colleges.
5. Awareness of the ID, according to faculty, may be its biggest limitation.
6. ID promotion through visual media has been limited by budget cutbacks.
7. Faculty reported mixed opinions on the thesis component; some stated obvious improvements have been made recently through addition of a thesis course, while others indicate it is difficult to find appropriate specialists or provide level of support needed.
8. Historically, the drop rate has been high, although there is recognition of improvements in persistence. This one question begs for strategies to increase persistence to degree.
9. The program would be strengthened through use of more, perhaps smaller dollar amount scholarships as well as ongoing social or seminar activities that promote a continuous learning community;
10. Train all ID advisers with one universal checklist, out of which each college can maintain an internal curriculum/program major sheet.

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## **I. INTRODUCTION**

There are few International Degree (ID) programs in the United States. This specialized and highly selective program is fitting for a Research I university that places a high value on campus internationalization; preparing pre-professional students with the intercultural communications and other skills that emerge from a prolonged and mentored, international learning experience.

ID program staff, in conversations with the Advisory Board, college advisers, and alumni, recognized several needs and recent trends. First, the previous program review was completed in 2001. Second, ID enrollments were growing at Oregon State. Third, ID programs were taking root at other universities. Finally, without a full evaluation, it was difficult for staff to benchmark the many innovations and potential revisions to be made in the program.

### **Purpose of the Evaluation**

The overall purpose of the evaluation is to determine the strengths, limitations, and support for the International Degree (ID) Program at Oregon State University. With feedback from current and former students, as well as advisers and associated staff, the evaluation will encourage dialogue among staff, evaluation team, advisory board, International Council, and other stakeholders in future modifications to the program. While there could be many uses for the evaluation, reaccreditation, as a dataset for administrative decisions, or as a benchmark for ID staff and board are all recognized by the evaluators.

### **Data Collection**

The data collection activities for the evaluation include

1. Review of two previous evaluations of the ID program;
2. Review of annual reports of the program;
3. Use of the Council for the Advancement of Standards (CAS) in Higher Education for Education Abroad Programs;
4. Review of comparable programs at other universities;
5. Analyze background information on current ID students, including where they studied abroad, for how long, and personal & professional impact of experience. This was benchmarked with non-ID students who studied abroad;
6. Conduct an online survey of ID program students and alumni with the goal of learning if past and present ID students are satisfied with the program and if not, how the program can be improved;
7. Conduct an email survey of ID program faculty; and
8. Complete two meetings with ID program staff.

The above data collection took place between January and March, 2009. Analysis occurred throughout on both formal and informal levels. As questions arose, the evaluators made phone calls and email inquiries to both on-campus and external sources. Alumni, students, and faculty advisers were highly cooperative in this process. Clearly, there is support among the ID program community for the associated work being at Oregon State. This made the evaluators' work easier, and shortened the time needed to complete the project.

In summary, the evaluation identifies numerous successes of the ID Program from the perspectives of students, faculty, and colleagues elsewhere. Many of these successes are presented in brief in the first page Executive Summary. What follows is a full description of the ID Program, report on the findings, and recommendations for improvement. We deliberately kept the report format sparse: it is designed for quick reading. Survey instruments and similar support materials are located in Appendices.

## II. THE INTERNATIONAL DEGREE (ID) PROGRAM

### Program Description: ID & IDEA

The International Degree (ID) program at Oregon State University began in 1992. The program is part of the office of International Degree and Education Abroad (IDEA). When initiated, the ID Program at OSU was unique: the only one of its kind in the United States. Today, there are at least five similar programs, mostly at universities in the Eastern U.S. *What distinguishes the ID Program from other programs is fact that ID students earn a second bachelor's degree in the international studies of their primary major.* As a result, the ID is not available as an independent major, but as a concurrent degree, allowing students to explore the international dimension of any subject on campus.

To earn the International Studies degree, a student must study a second language through the equivalent of OSU's fourth year foreign language sequence, complete a minimum of 10 weeks of international study, research or internship in that language, take additional cultural courses and write a thesis on an international aspect of their major. As with all dual degree programs at OSU, students must complete at least 32 additional credits to graduate – most students meet that requirement through the above obligations.

<b>ID Snapshot: 2008-2009</b>	
Current students:	66
Women students	40
Men students	26
Withdrew in 2008	13
Graduated in 2008	16
CLA: highest participation	22
Most common languages	
Spanish	41
French	9
Japanese	4

The ID learning outcomes date from the program's inception. Jack Van de Water, Dean of International Education, wrote a report entitled *The International Degree – From the Margin to the Mainstream*, in which he outlined the following:

1. To prepare undergraduate students for the interdependent world in which they will live and work by offering more international education opportunities through an International Degree.
2. To further internationalize Oregon State University through the expanded global involvement of students and faculty.

The above were deemed too general for today's international education needs. After the initial review of this and related archival materials, in a meeting with the ID Director, we recommended that updated learning outcomes be prepared as part of this evaluation process. The Evaluators are willing volunteers to help draft ID program learning outcomes.

### **ID Program Administration**

The ID program is staffed by a .25 Director, Joe Hoff and a full-time Head Advisor, Renee Stowell. According to the OSU Office of Human Resources, The Director position is responsible for the management of the International Degree (.25) and Education Abroad (.75) at OSU. Specifically, the Director is responsible for the fiscal, curricular, administrative, and operational management of the international degree and education abroad and exchange programs of OSU. The director has direct responsibility to supervising faculty and staff who work with the programs.

#### **The IDEA Director's Formal Duties within the ID Program**

- ✓ coordinate revisions and implementation of the ID program strategic plan in coordination with the strategic plan for International Programs and the University;
- ✓ identify and pursue new opportunities to enhance the program with additional student scholarship funding, student recruitment and retention efforts, and curricular and extracurricular offerings;
- ✓ administration of the ID Program including supervision and direction of the Head Advisor;
- ✓ make programmatic and curricular decisions;
- ✓ meet with students about ID program goals, progress on their thesis, and assessment;
- ✓ public presentations about the ID Program and other international opportunities at OSU;
- ✓ provide orientations for faculty and staff involved with the program;
- ✓ leadership of the campus-wide ID Committee;
- ✓ recruit new committee members when vacancies exist;
- ✓ plan and conduct quarterly committee meetings and follow-up with recommendations and issues;
- ✓ serve as co-instructor for INTL 407 seminar courses including the "Introduction to Thesis"; and
- ✓ serve as Professor of record for INTL internships.

### **Head Adviser Formal Duties**

- ✓ Head adviser for ID students;
- ✓ assist in student program and thesis planning;
- ✓ coordinate the ID Program across campus to faculty, departments, college advisers;
- ✓ represents the program in the Director's absence;
- ✓ primary liaison with colleges and departments in interpreting the ID requirements;
- ✓ primary program contact for ID Program information requests;
- ✓ develop electronic and printed ID publicity and advising materials;
- ✓ co-teach international seminar courses such as "Introduction to Thesis."
- ✓ Scholarship Coordinator for IDEA and specific ID scholarships & research awards.

Through a review of existing job responsibilities, we requested formal job descriptions for our review. A formal review and update of the job descriptions is recommended to help staff and supervisors, as it is evident some positions have been eliminated (Academic Coordinator) and some roles have shifted to cover all areas of the program where staffing has been reassigned.

International programs like the ID program are difficult to analyze and staff for two reasons:

1. Much of the work in Education Abroad, and particularly when connected to a degree program, *is building, strengthening, and maintaining vast networks* of faculty advisors, advisory groups, publicity teams, and especially relationships at other universities and with overseas partners. Communications alone is complex.
2. Success may be achieved due to the exceptional efforts of staff or a few faculty who combine an ability to partner with high visibility and student rapport, while numerous other factors (funding, integrated management and vision across international education, or even physical location) actually hinder best possible outcomes.

Recommendations on staffing and duties are included in the final section.

### **Current ID Program Requirements**

#### **Admission**

1. A minimum 2.75 cumulative GPA after completing at least 32 credit hours of college-level courses
2. good standing within the student's department, college, and the University.
3. Proficiency in a foreign language, usually demonstrated by completion of the third term of a second-year foreign language sequence at OSU (213), or an equivalent course at another accredited U.S. university.
4. Foreign language courses must be taken for a letter grade, and all grades equal a minimum cumulative GPA of 3.0.
5. Any additional entrance requirements established by the student's major department or college.

#### **Foreign Language Competency**

Demonstrate advanced achievement or proficiency in a foreign language, usually by completion of the third term of a fourth-year language sequence at OSU (413). All language

courses must be taken for a letter grade, and the cumulative GPA in all language courses must be a minimum of 3.0. For a language not taught at OSU, there are three ways to satisfy the language requirement: successful performance on a recognized national or international proficiency test administered by a certified language proficiency tester; residency abroad for a minimum of nine months using the target language after completion of 213 with 3.0 GPA; and residency abroad for one term (10 weeks) using target language after completion of 313 with a minimum cumulative GPA of 3.0 in all language courses.

### **Additional Courses**

Successful completion of a minimum of four additional courses selected from specific categories in the Baccalaureate Core Curriculum, with approval of the departmental ID advisor. The categories to choose from are:

**1** course selected from the **Western Culture** category

**2** courses selected from the **Cultural Diversity** category

**1** course from **Western Culture, Cultural Diversity, or Contemporary Global Issues**

Note: not all four courses may focus on the same culture or language

### **International Experience**

Students are required to spend a minimum of one term (10 weeks) overseas engaged in a study abroad program, international internship, research project abroad, or previous international experience approved by the primary academic department and the ID Program. The student is expected to complete the experience abroad in a country in which the language being used to complete the foreign language requirement is spoken.

### **Senior Thesis**

Students prepare a rigorous and integrative senior thesis that demonstrates a fundamental and comprehensive understanding of global issues and of the international dimensions of the primary degree. This thesis model places the student's primary academic discipline (major) in an international context, often in a comparative fashion. Students must enroll and complete the Introduction to Thesis (INTL 407) class, work with a faculty member from the academic department of study to guide the thesis process (this is the student's Thesis Advisor and is determined by the student and the willingness of the faculty to participate). Students must also keep a thesis log that chronologically records progress, frustrations, setbacks, plans, and attempts.

**Note:** For comprehensive information on the ID requirements, see the Passport to the International Degree Program 2009-2010 handbook included in the evaluation folder pocket.

Table 1: Sample of Recent ID Thesis Topics by College

<b>Academic Area</b>	<b>Title</b>	<b>Author</b>
Agricultural Sciences	<i>Analysis of the Impacts of the North American Free Trade Agreement: Perceptions of the US and Mexican Apple Producers</i>	Manuel Michel
Business	<i>Macroeconomics and Foreign Exchange Markets: A Discussion of the Components and Interdependence</i>	Craig Oberlink
Engineering	<i>Artificial Islands and Land Reclamation as an Option for Coastal City Expansion: A Comparison in Methods Between Japan and the Netherlands</i>	Philip Eykelbosch
Exercise and Sport Science	<i>Development and Psychometric Assessment of Finnish versions of Decisional Balance, processes of Change, Self-Efficacy, and Temptation Scales for Physical Activity Behavior</i>	Kaisa Tuominen
Health Management & Policy/Health Care Administration	A Comparison of Anti-Tobacco Legislation and Implementation of the European Union and France	Danica Walter
Health Promotion and Education	<i>Recently Given Birth in the Tygerberg Hospital in the Western Cape Region of South Africa</i>	Emi Watanabe
Liberal Arts	<i>The Political Poster in Russia and the United States</i>	John Ivanoff
	<i>Swedish Design: Elements and Influences</i>	Mattias Segerholt
Science	<i>Continuing Work in the Mass Spectrometric Analysis of Protein-DNA Interactions through UV Induced Crosslinking</i>	John Wilson

### Recent Program Improvements or Modifications

Changes in staff, in curriculum by department, program, or college, integrating new technologies, as well as suggestions from ID students have influenced the evolution of the program in recent years. The following are recent changes noted by the ID Staff:

- Staff have added thesis advising workshops in response to request to help student transition from coursework to original research;
- HHS students in the ID program are no longer required by their department to take a specific class within the 32 core ID program credit hours;
- Forestry now requires its students in the ID program to take FE-456: International Forestry within the 32 credit core requirements for the ID program;
- Under current consideration is a change in the language proficiency level from 4<sup>th</sup> to 3<sup>rd</sup> level for less commonly taught languages (LCTL);
- ID cohort dinners (3-4 dinners occur per year) are now required and take place once per year per cohort (the cohort is determined by the year the student applied for the program);
- Facebook page created in 2007;
- Honors College students that take the Honors College Thesis Seminar must additionally meet with the IDEA Director to integrate material from the ID Thesis Seminar required of other students; and
- ID program initiative to encourage students to publish their research (thesis) and publicize their scholarship or ID related awards.

### ID Student vs. Non-ID Student

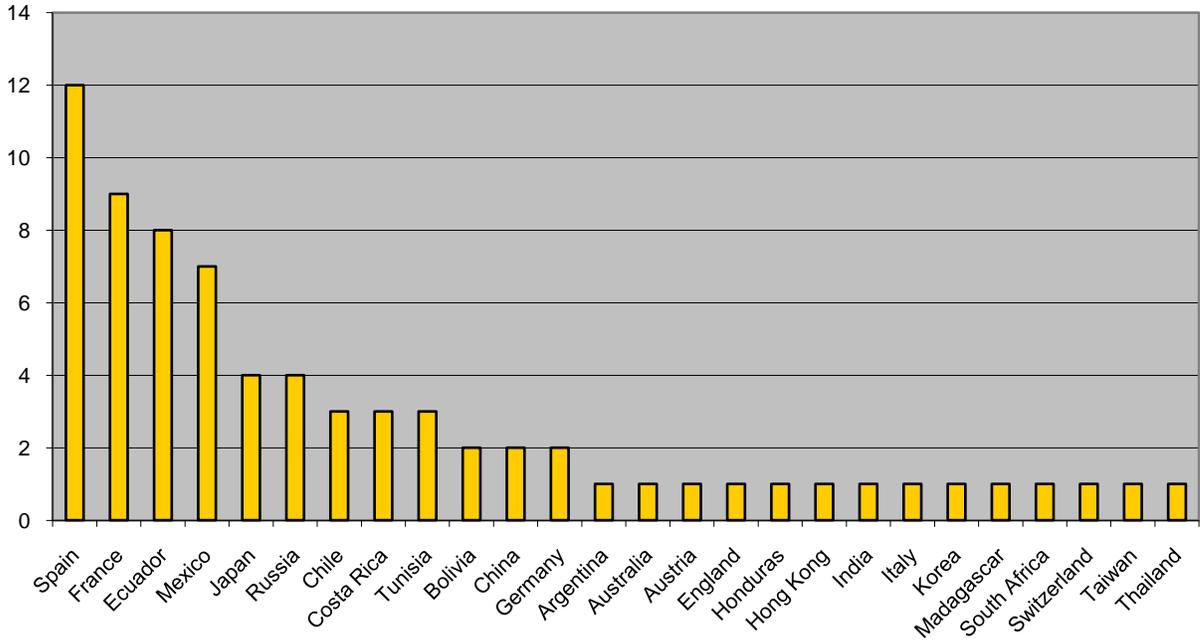
Evaluators analyzed where current ID students study abroad (or will study abroad) and the length of time of the international experience and compared it to a non-ID student studying abroad. The results here were impressive, indicating that ID students studied abroad for longer periods of time, and chose more rigorous language and cultural environments overall.

Table 2: Comparison of ID students with other study abroad students

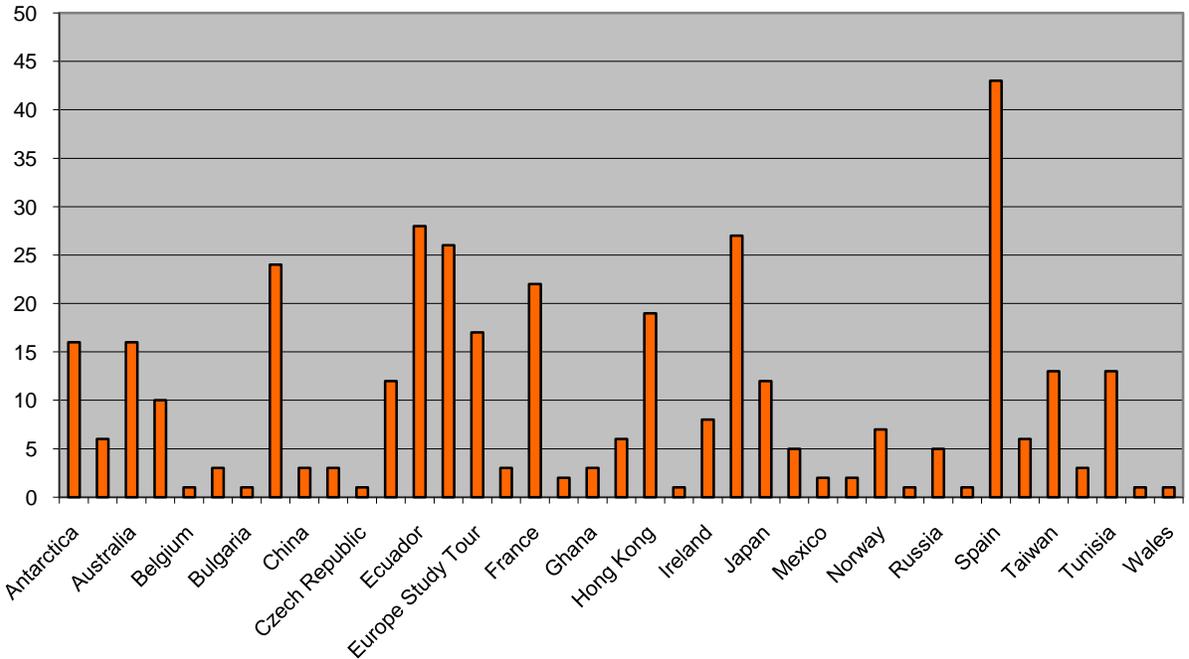
	International Degree Student	Other Study Abroad Students
Countries of Choice	Spain 16% France 12% Ecuador 11% Mexico 10%	Spain 12% Ecuador 8% England 7% Italy 7%
Length of time abroad	One term: 57.6% Academic year: 36% One Semester: 1.8%	One term 58% Summer Session 24% One Semester: 9% Academic year 7%

Because 37% of ID students surveyed have yet to complete their program abroad, this data was not included in the graphs.

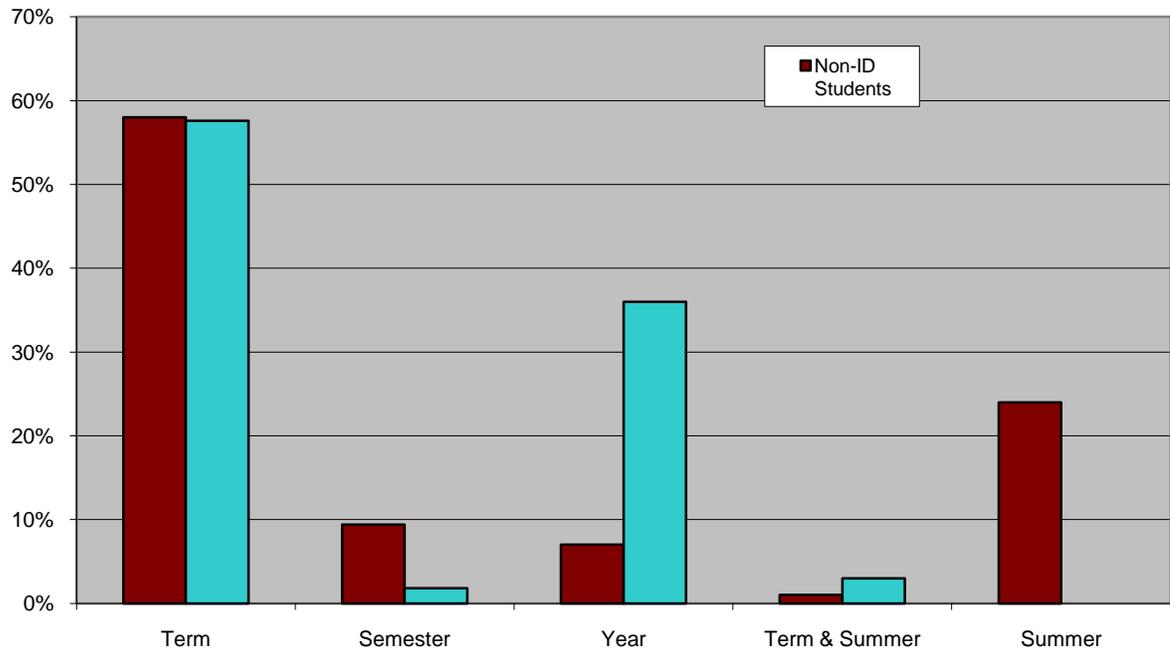
**Where 2008-2009 ID Students Study Abroad**



**Where 2008-2009 Non-ID Students Study Abroad**



**Length of Time ID Students and Non-ID Students Study Abroad: 2008- 2009**



Since language proficiency is a requirement of the ID program, it was an obvious outcome to certify for the ID Program. In this case, students are clearly meeting the program requirements of; prioritizing language acquisition; studying in countries where the Foreign Language is the first language; and selecting countries that demand higher levels of intercultural understanding and tolerance. Spain and Ecuador top the lists for both groups of students as countries of choice. And while ID & other students chose one term in equal percentages, ID students were far more likely to study for an academic year (36%) as the non-ID student (7%). This information enables us to infer that, perhaps as a result of the pre-departure training in associated with their program expectations, ID students may be more independent, and more willing to take on the challenges of cultural immersion in a study abroad experience more often than a non-ID student.

### III. DATA ANALYSIS

#### Previous Evaluations

We studied two previous evaluations of the ID program. In 1996 doctoral student Jim Cassidy completed a qualitative evaluation. In 2001 then Director Loren D. Kellogg and the Assistant Director, Andrea Herling completed a more thorough work. The evaluation in 2001 examined the International Degree curriculum, OSU Administration and College/Departmental support, financial resources, visibility of the program, facilities, and student recruitment and retention. Both evaluations were internal and from the perspective of staff (the doctoral student had been an ID Interim Assistant Coordinator in 1995). Nevertheless, the second evaluation was highly valued by current staff and to our eyes, remains a viable, applicable document today.

Table 3: Recommendations and Responses/Improvements, 1996-2001

<b>1996 Evaluation</b>	<b>ID Program's Response</b>
Revise additional course requirement to have a closer relationship with student's thesis or degree program.	Courses are updated and revised each year by ID Staff. Part of the requirement is for students to learn about a variety of cultures, not just one.
Develop a research course aimed at ID students – those that have returned from abroad and those preparing to go, in order to develop an ID community of scholars.	Implemented International Issues: Introduction to Thesis (INTL 407) designed to help define and focus a student's area of interest, overview of research methods, develop a thesis idea.
Work to develop and communicate a clear policy regarding the senior thesis. Greater direction is desired by most faculty advisors and students, perhaps it is too flexible.	Created a "Senior Thesis Proposal and Timetable" form and a "Checklist" form pertaining to most colleges participating in the ID Program Also a "Graduation Checklist for ID Requirements" for the academic advisors.
Require students to pursue thesis-related research during the study abroad experience. Develop a workshop on the opportunities and problems students may encounter in their research abroad.	When this is possible, it is encouraged. Many students decide to do the ID Program after studying abroad, so in this case, the student has to do the research afterwards.
Continue to encourage faculty and academic departments to internationalize course content.	International programs staff are helping academic departments explore and articulate their philosophy toward education abroad, outline an appropriate timeline for students in their majors, and identify specific programs to recommend to their students. The result is an international opportunities advising sheet for students to see how going abroad can fit into their academic schedule.
Seek ways to increase program visibility on campus.  Find a more prominent location, or office solely focused on the ID program. Recruit marketing students to develop an on-campus campaign as project credit to limit costs.	Location of ID is still in Snell Hall, although there are future plans to have a new location, but this depends on the OSU budget and space. There is a new brochure created in 2008 w/ student testimonials, pictures, and an overview of the program. These have been distributed to many departments and admissions.
Reach out to thesis advisors. Offer assistance as their advisee develops project proposal.	Thesis advisors are encouraged to attend one of the Intro to Thesis classes with their student. There were Advisor Brown Bag Lunch Sessions, but these have not been taking place recently due to lack of staffing. The ID Staff are in constant

	communication via email and phone with thesis advisors that have questions and concerns. There is also information available on the ID website.
Explore ways to make ID students and advisors feel a sense of identification and affiliation with the ID program. These might include: course requirement limited to ID students, social activities among group participants, a more visible location for the office which includes a gathering space for students, etc.	INTL 407 brings ID students together for a class setting. There are now required cohort dinners (one per year per group), thesis advising sessions, and an end-of-year event. Each cohort consists of the students that applied during the specific school year. The ID staff also invites ID students to special outings (for example, recently 7 students went to Portland to listen to a guest speaker at the World Affairs Council Lecture Series.

Table 4: Recommendations and Responses/Improvements, 2001-Present

<b>2001 Evaluation</b>	<b>ID Program Response</b>
Make ID Program more visible and an integral part of the institution (similar to the University Honors College)	Not possible right now with limited budget
Develop a nucleus of support with “champions” of the ID Program in all colleges, w/ recognized responsibilities (and compensation) that are supported by college deans, to further the ID Program within all departments of each college.	There is an International Degree Committee that has representatives from all undergraduate colleges at OSU. Representatives are appointed by the colleges and are teaching or professional faculty. The committee guides policy and practice for the ID program. Committee members review International Degree scholarship applications and make awards, review petitions, and discuss relevant program issues.
Develop an active and effective working relationship between the OSU Foundation Office and the ID Program to obtain external funding needed to help support program activities including student scholarships.	Work closely with Karen Shaw at OSU Foundation; alumni can choose to donate to ID Program or study abroad office (IDEA). ID Staff also maintains relationships with scholarship donors (for example, donors of the Wartman Scholarship meet with students that return from studying abroad to learn about the experience).

<p>Incorporate appropriate self-study data into publicity materials.</p>	<p>Brochure has testimonials from ID students while the Passport to the ID Program has a list of previous thesis topics.</p>
<p>Include ID Program visibility in all colleges/departmental undergraduate program marketing plans such as recruitment brochures and presentations at recruiting events (w/ alumni student examples)</p>	<p>Brochures are available at most colleges/departments and the ID Staff recruit at events such as information fairs, classroom presentations, committee meetings, START Orientation, Beaver Open House, etc. Students in the program sometimes speak in freshman orientation classes to promote ID and study abroad in general.</p>
<p>Develop college/department level questionnaires (for all colleges) for entering students, asking them about their plans to study a second language at OSU and their interest in the ID or other international programs; follow up with interested students.</p>	<p>The College of Liberal Arts already does this, but it is not present at other colleges/departments.</p>
<p>Increase college/department level visibility of ID Program, and other international experiences by students and faculty, by developing display cases and/or posters that highlight these experiences; display framed photos of former ID students in central locations within college/department buildings</p>	<p>Each thesis advisor receives a framed plaque including a picture of his or her student upon graduation of the student. The faculty members are free to do what they want with the plaques; some choose to hang it in their office, while some colleges hang the plaques in a specific room. ID promotion through visual media has been limited by budget cutbacks.</p>

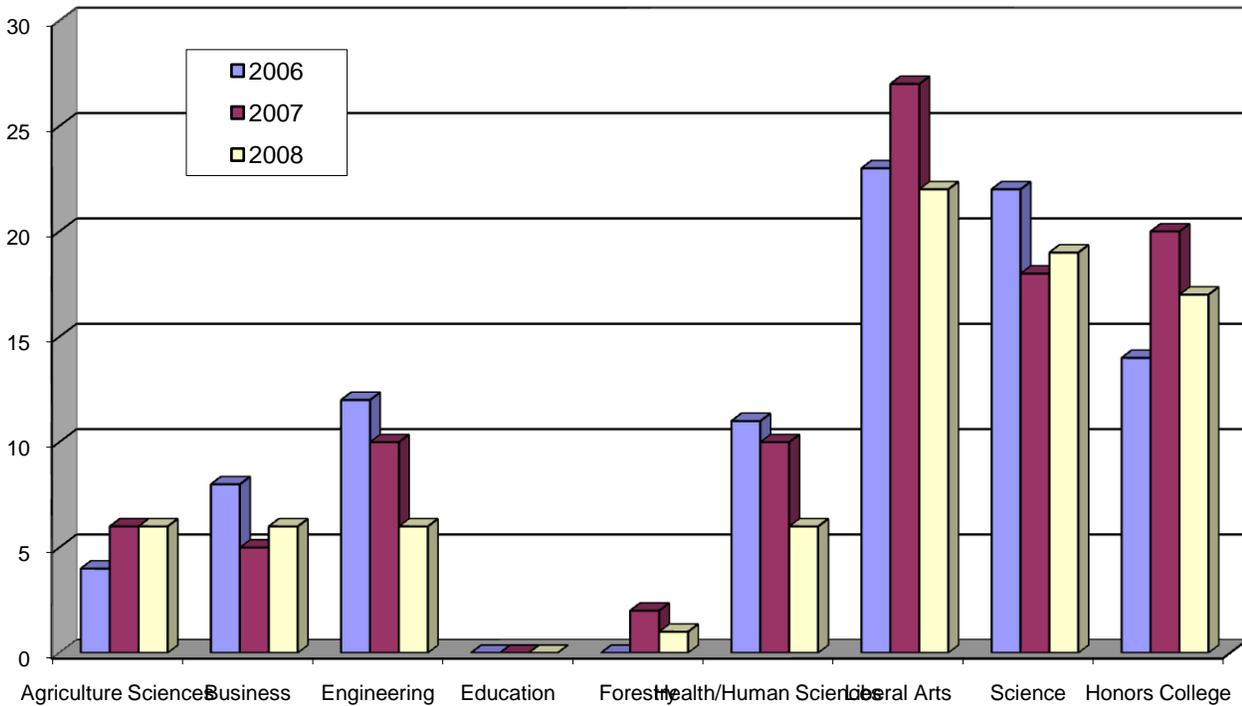
Table 4, cont'd: Recommendations and Responses/Improvements, 2001-Present

<b>2001 Evaluation</b>	<b>ID Program Response</b>
<p>Identify ways to increase student retention by better addressing student's apprehension and difficulties in completing the thesis requirement including: entry and exit interviews between all ID students and ID Program Director; extend thesis class over a longer academic time period for more continual contact with students; continue international topic classes such as the "International Environmental Issues" seminar; facilitate a better exchange of student international experiences at college/department levels</p>	<p>Students must complete the "Senior Thesis Proposal and Timetable" form when they complete INTL 407. There is an exit survey for graduates. The ID Staff plans to change the exit survey to an exit interview in the near future. The international topic classes have been discontinued because few ID students would take the class and those students that were not in the program usually did not end up applying. There are advising workshops offered each term to help students further with the thesis. Some colleges have returned study abroad students talk to freshman orientation classes about their experience, often these students are in the ID Program.</p>
<p>Work with college faculty and staff in developing written documentation that clearly describes the ID Program requirements within each college and identifies appropriate resources to assist prospective ID students</p>	<p>A "Checklist" document has been created by the College of Science, HHS, College of Pharmacy, College of Liberal Arts, University Honors College, and Biology majors that make the requirements clearer for prospective students in these departments.</p>
<p>Work with college faculty and staff in defining ID student graduation audit procedures and develop a mutually acceptable method that is effective for checking both the primary degree and ID Program requirements.</p>	<p>Created the "Graduation Checklist for ID Requirements" document to help with this process.</p>

### Annual Reports 2006-2008

The most complete Annual Reports are from the most recent academic years. Perhaps this is due to staff; perhaps it is a sign of the increasing accountability and compliance expectations. Nevertheless, through use of the 2006-2008 reports, the evaluators were able to break down participation by college, college retention rates, gender representation, and languages to meet the ID requirement.

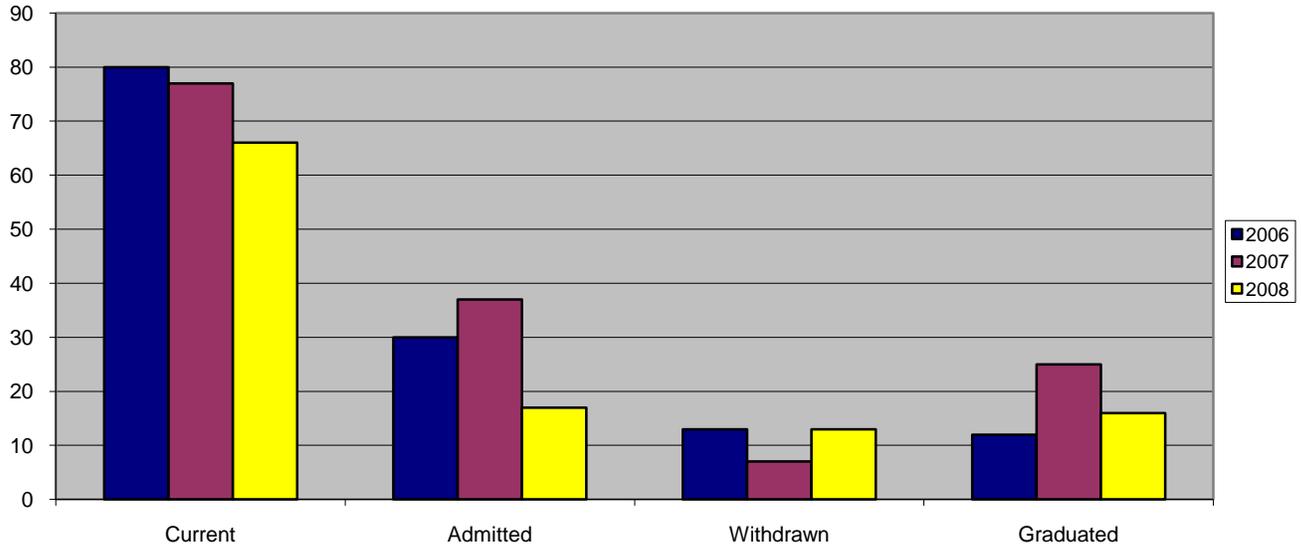
#### Current ID Students by College:



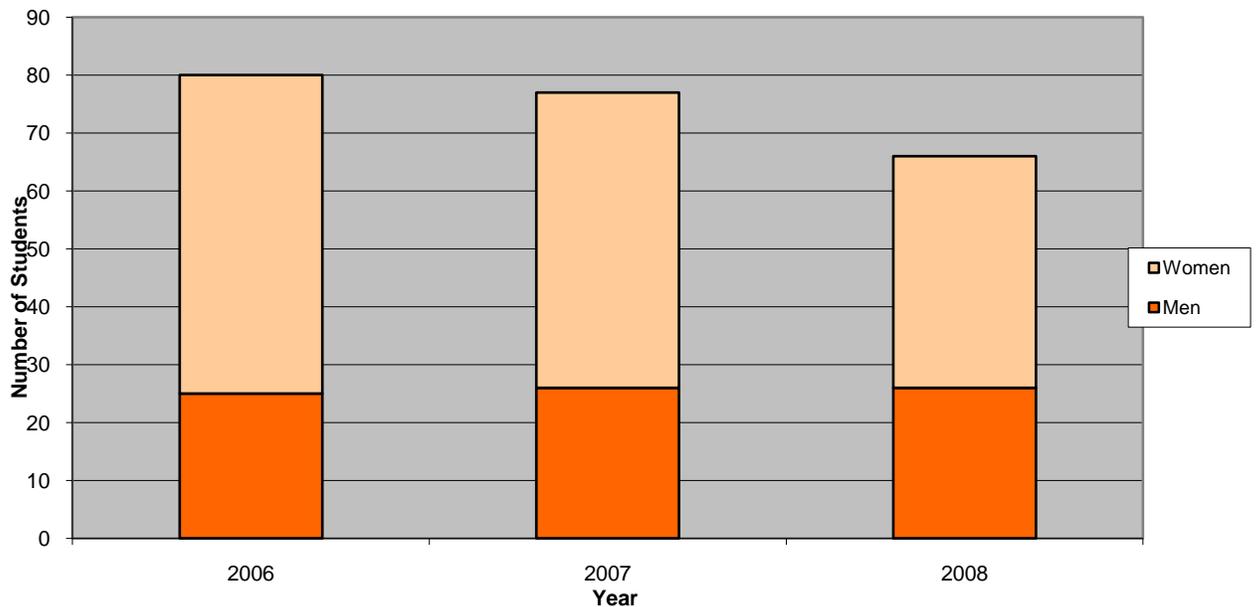
The College of Liberal Arts leads in the number of students participating in the ID Program, with the College of Science close behind. Because Honors College students have a thesis requirement, many elect to include the ID thesis as part of the Honors College program. While the Colleges of Agriculture Sciences, Business, Engineering, and Health & Human Sciences (HHS) show similar amounts of students participating in the ID Program, the Engineering and HHS groups show a steady decline in participation from 2006-2008. Agricultural Sciences is the opposite, with an increase in its students earning the degree from 2007-2008. Education has zero students participating in the program and from past annual reports, it shows that no students have ever graduated from the ID Program from the College of Education. This is almost certainly due to the Dual Degree Program in the College of Education also requires a primary major; the certification requirements in education demand additional coursework (an additional 40 credits); and that Education has very few undergraduate students.

In summary, the percentages and leading colleges are comparable to enrollments elsewhere. The recent uptick in Agriculture enrollments merits attention: is there something happening there that could be replicated at other colleges?

### Retaining ID Students

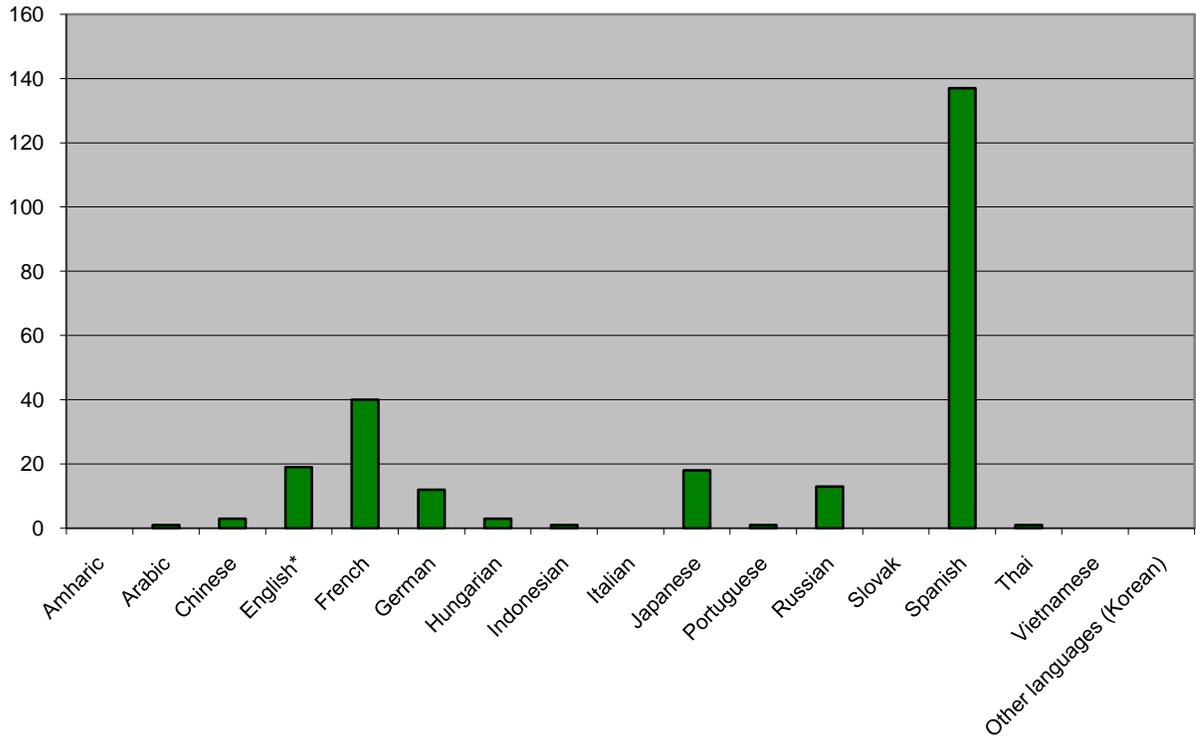


### Enrollment by Gender



More women participate in the ID Program than men. In 2007 and 2008 there were fewer ID students overall, but the number of men in the program held steady while the number of women enrolled decreased. 2008 saw the ratio of decrease further with 40 women in the program and 26 men.

## Language Applied to Meet ID Requirement



### ID Program Learning Outcomes

The ID program has not addressed learning outcomes specifically since its inception. This is not uncommon in the field of international education, where intercultural competencies have been defined vaguely until recently (Deardorff, 2009). Furthermore, learning outcomes associated with overseas (largely unsupervised) learning can be still more difficult to measure. Even so, because the ID program uses an exit survey with students upon graduation, associated learning outcomes can define objectives for staff, advisers, and advisory board as the program applies other quality improvement activities associated with this evaluation.

From the ID literature, there is evidence the program already applies CAS standards to ID curriculum. Benefits made clear to students include stronger cultural competence, independence, career advancement, as well as personal growth and development. The thesis component distinguishes the program from a general international studies degree or an extended study abroad experience. However, the ID program needs to take the next step to formalize these benefits by building the foundational learning outcomes of the program into both program literature and learning endeavors so that more precise assessments of students' accomplishments can be drawn from the (revised) exit survey.

### CAS Standards & Relevance to ID Learning Outcomes

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to “promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment” (CAS, 2008, ¶ 1).

According to the CAS Standards, Education Abroad Programs and Services section, the student learning and development outcome domains in this area are:

- |                                      |  |
|--------------------------------------|--|
| intellectual growth                  | effective communication                |
| enhanced self-esteem                 | realistic self- appraisal              |
| clarified values                     | career choices                         |
| leadership development               | healthy behavior                       |
| independence                         | meaningful interpersonal relationships |
| collaboration                        | social responsibility                  |
| satisfying and productive lifestyles | appreciating diversity                 |
| spiritual awareness                  | personal and educational goals         |

### Comparable Programs at Other Universities

There are at least five comparable programs at other U.S. universities, with two that closely resemble the OSU IDP. The five are:

- University of Pennsylvania: <http://www.upenn.edu/huntsman/index.html>
- Georgia Tech: <http://www.internationalplan.gatech.edu/>
- Michigan State University: <http://www.isp.msu.edu/academic/degrees.htm>
- American University: <http://www.american.edu/sis/sisabroad/undergradual/info.cfm>
- UCLA: <http://www.international.ucla.edu/idps/globalstudies/>

The International Plan through Georgia Tech University and the Huntsman Program through the University of Pennsylvania are reviewed briefly below in both table and narrative format.

Program	Language Requirement	Additional Credits	Overseas Requirement	Thesis/Research Requirement	GPA
OSU ID Program	4 years	32	10 weeks or more	Thesis	2.75 +
GA Tech International Plan	Foreign or English language track	3	Minimum 26 weeks	None	2.5 +
PENN Huntsman Program	Intermediate to advanced level	15	Semester or more	Senior Thesis	2.5 +

While all three programs have a language requirement, the proficiency level varies. The International Plan (IP) states there are two foreign language tracks – “advanced level” for French, Spanish Russian and German and “intermediate level” for Japanese, Chinese, Arabic and Korean. The English Language Track is for students that study in an English-speaking country, but this is a distinct minority of all ID students. The Huntsman Program states that when students matriculate, they should have an intermediate to advance level of language proficiency. Again, it is not very specific, mentioning only that students will take advance language courses. All three programs also require students to take additional classes that have an international or cultural component. The IP and Huntsman Program do not require as many credits as the ID Program, but they do require a thesis.

The overseas requirement is more stringent for the IP and Huntsman, requiring students to study at least for a semester (26 weeks). This is the one requirement where the ID Program is less strict than the other programs. Since it is an international degree, this topic may merit further discussion on the pros and cons of either extending study periods overseas, or allowing several short-term experiences to replace one extended program. Because some students compare relative cost, time, and learning requirements of a variety of degree options, it is relevant for the ID Committee to review these in the context of program learning outcomes. Currently one term (10 weeks) is the most common length of time ID students spend in another country. The IP does not require a thesis or research project while the Huntsman and ID program require a Senior Thesis. We tried contacting the administrators of both the IP and Huntsman programs to find out their retention rates, but received no response.

## Student/Alum Survey

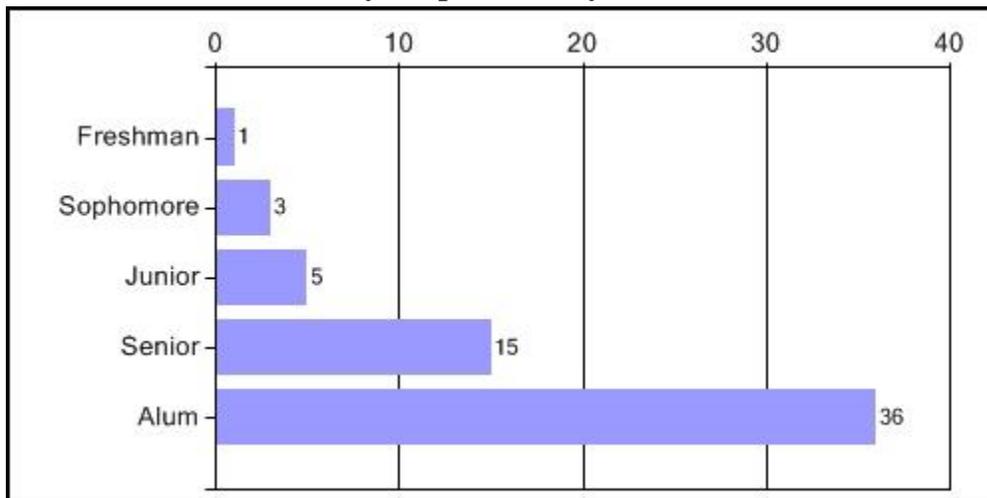
The following pages provide both charts and summaries of responses from ID students and alumni to the web-based survey. In order to provide a more qualitative perspective, we prioritized responses and then selected examples which mirrored the larger groups. In total, we reviewed 36 pages of responses to the open-ended questions or comments sections of the survey. Where narrative tells unique or powerful stories, we use exact responses. Where answers are repetitive, we offer sample responses by category.

The survey queried:

- how aware students and OSU faculty/staff are of the ID Program;
- quality and level of support students receive;
- students' assessment of ID program requirements;
- the learning objectives of the program and are they being achieved.
- The student and alumni career activities in association with the degree earned.

Current ID students, students that have withdrawn, and alumni responded (see chart below). Given that over 80% of respondents are seniors or alums, we considered this sample group to have a good understanding of the program, its processes, and its benefits to students. Overall, responses once again were highly favorable to the program, although not without some criticism.

### Student and Alumni Survey Respondents by Class



The following is a summary of questions/responses with charts where appropriate.

**1. Identify 3-5 activities you were involved with specifically at OSU.**

(what follows is only a summary, not the entire list)

Stream Team Lab Tech

Fisheries & Wildlife Student Mentor

Numerous Sorority and Fraternity organizations

English Conversant

Minorities in Agriculture

Natural Resources and Related Sciences

The PeaceJam

Northwest Organic Grower's Club

SMILE

ISOSU

IMPACT

International Ambassadors

Volunteer for ELI

Women's Center

ASOSU Senate

Campus Crusade

Intramural soccer (player & referee)

Peer chemistry tutor

Secretary and President of OSU Chapter of Mortar Board

Volunteer for cultural events:

cook, serve food fashion model, dance,

drum performance for Africa,

Hmong, Vietnamese, Indian, and Latin American cultural events

College Republicans

College Democrats

MU Board of Directors

Crossroads International

Japanese Student Association

OSU Women's Crew Team

Circle K Service Club

UHC Steering Committee

OSU Faculty Senate Student Recognition and Awards Committee

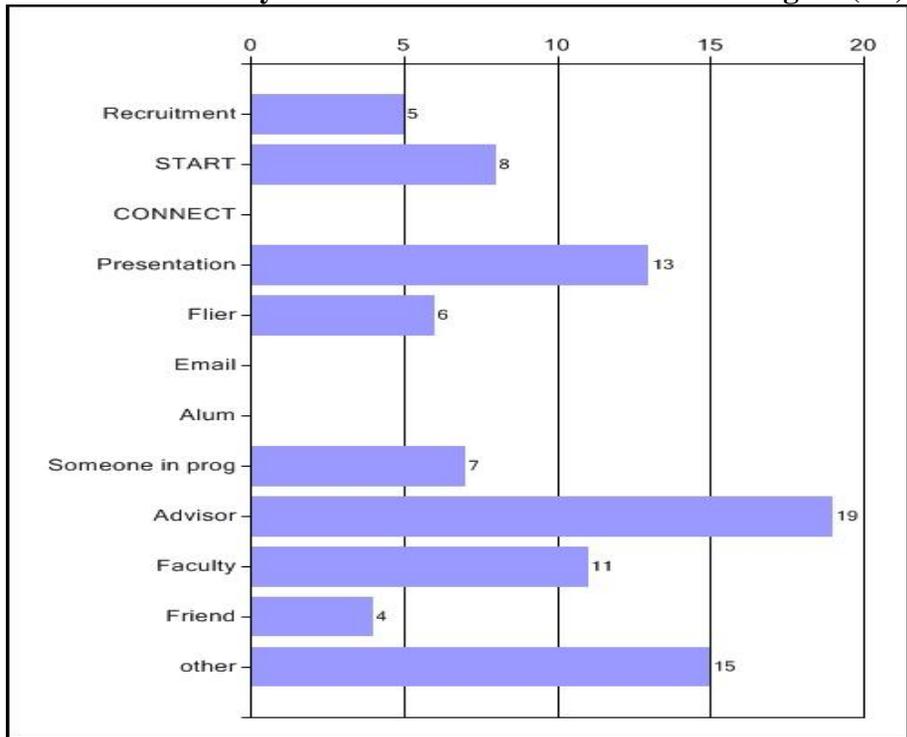
College of Agricultural Sciences Ambassador

Collegiate FFA

OSU Socratic Club

Microbiology Student Association  
 Forest Products Society Student Chapter  
 Ballroom dance team  
 Westminster House Campus Ministry  
 Cooperative Living Association  
 Corvallis Fire Department  
 Math Club  
 Giovannoni Laboratory  
 Go Club  
 Gymnastics club  
 Sociology club  
 French club  
 Spanish tutoring  
 Engineers Without Borders  
 pre-physician assisant society  
 s.m.i.l.e.  
 asosu blood drive association volunteer  
 OSU Dressage Team  
 Peer Health Advocates  
 KBVR Radio  
 Pride Center  
 Triathlon Club

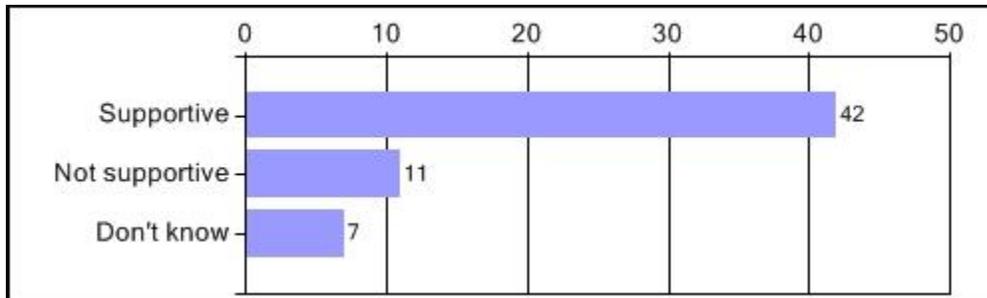
**2. When were you first aware of the International Degree (ID) program?**



When the top three contacts are combined, the chart below indicates that faculty play a strong role in ID recruitment, perhaps even greater than student word-of-mouth. The category “other” included such areas of first contact as

- OSU website
- High School College Fair
- OSU Recruiter in advising office
- High School class visited OSU campus junior year
- Many other responses were “I do not remember” or “my own research”

**3. Are your professors and advisors supportive of the ID program (i.e., do they talk about it in class or during advising sessions; encourage students to participate, etc.)?**



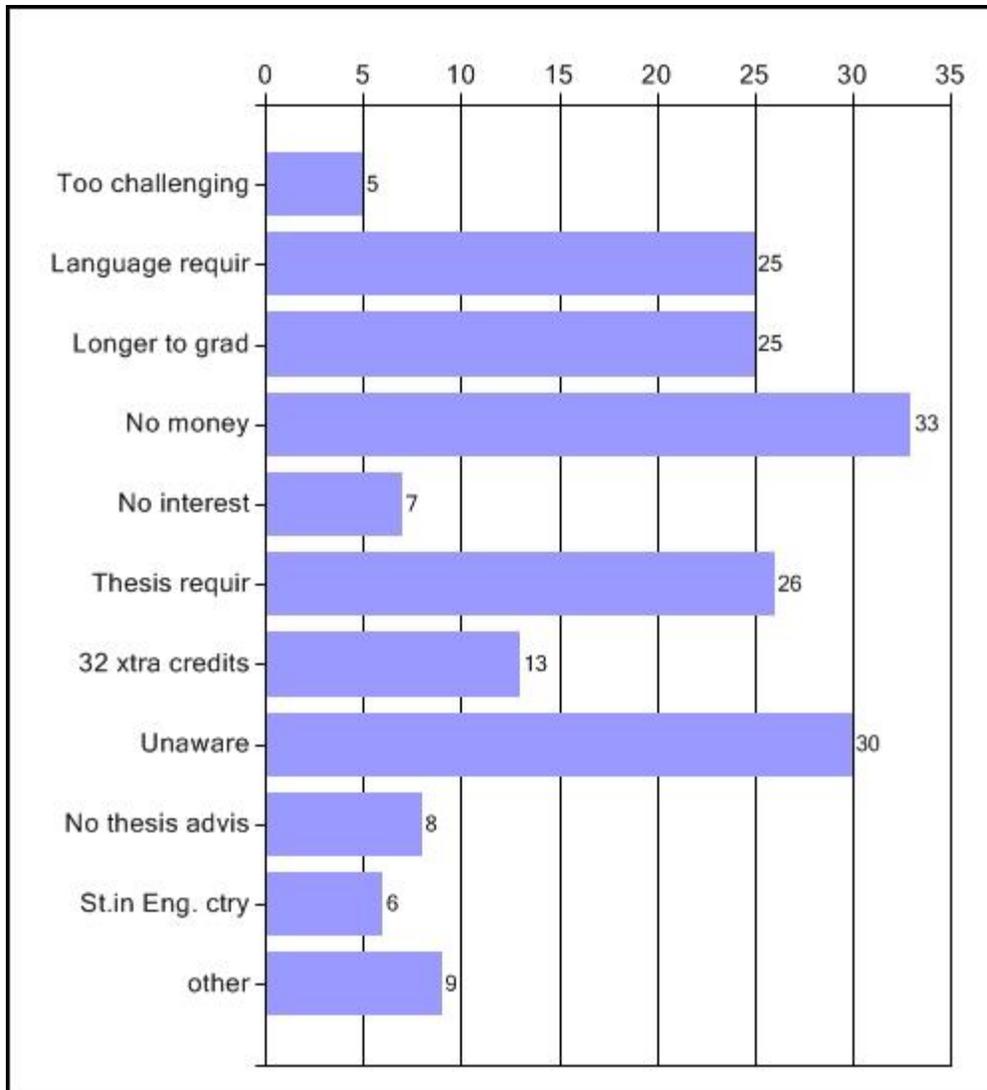
Nevertheless, some responses under other questions indicated students felt either administration or faculty in other colleges were less supportive of the ID program.

**4. What additional services or support should the ID program offer? Name up to three.**

Summarizing the top 5 responses:

- Re-entry, or “reverse culture shock” training
- Student and Alumni social events, i.e. support an ID network
- More outreach/marketing so more students are aware of this opportunity
- Support when students are writing thesis
- Nothing to change: great program

**5. In your opinion, what are the three most significant reasons why students DO NOT APPLY to the ID program. (please check only three)**



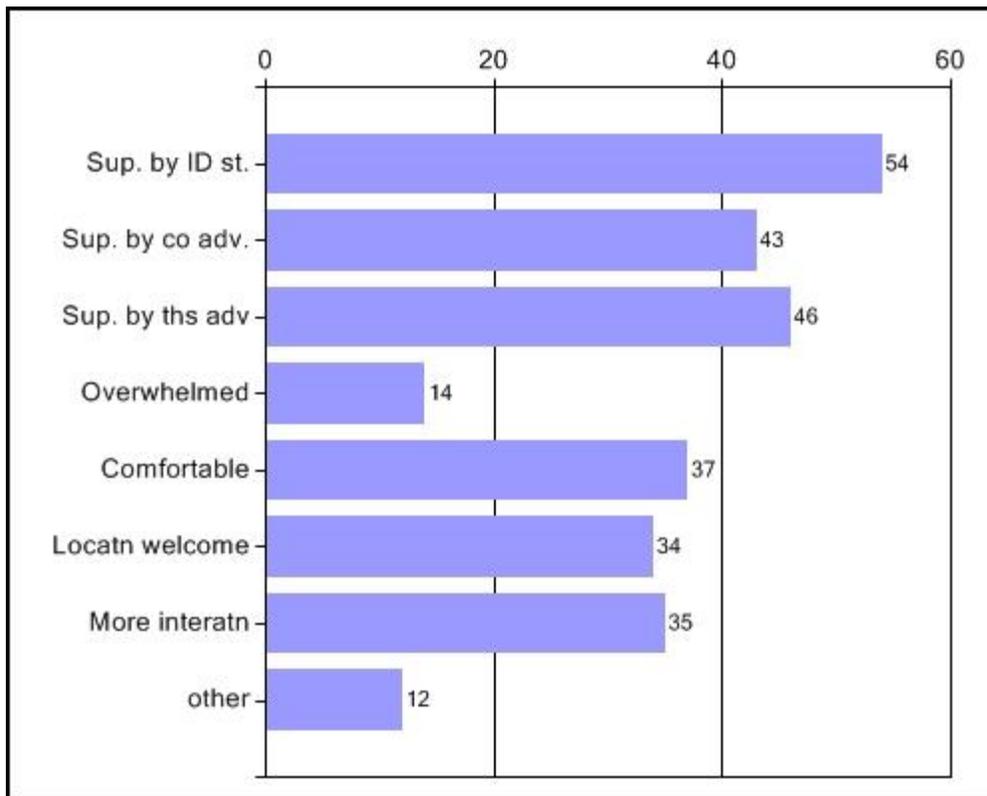
**6. In your opinion, what are two or three reasons why students DO NOT COMPLETE the ID program?**

What follows is a brief summary of the answers received, in the respondents' own words, selected based on majority of responses. It is interesting to note the lack of sympathy among graduates for those who chose not to complete the degree, which is perhaps indicative of a high *esprit de corps*.

- Confusion between advisor and students regarding requirements, even though students do try to explain things clearly to their advisors and give them the required sheets. As well as the difficulty in scheduling with some advisors.

- They (students) don't plan well enough and are rushing in the end to write a thesis. So they decide that it is better to not finish than finish with a thesis they are not proud of.
- Thesis and lack of staff support. (This was repeated multiple times).
- Overall too challenging. Thesis requirement. Don't have money to maintain course requirement or to study abroad
- I think they do not know what they are getting into They do not plan ahead to see what classes they need to take and how many credits per term needed to graduate.
- IRB requirements either slowed thesis or were too “daunting” to complete in time.

**7. As a current student or when you were a student in the ID program, did you feel...(check all that apply)**

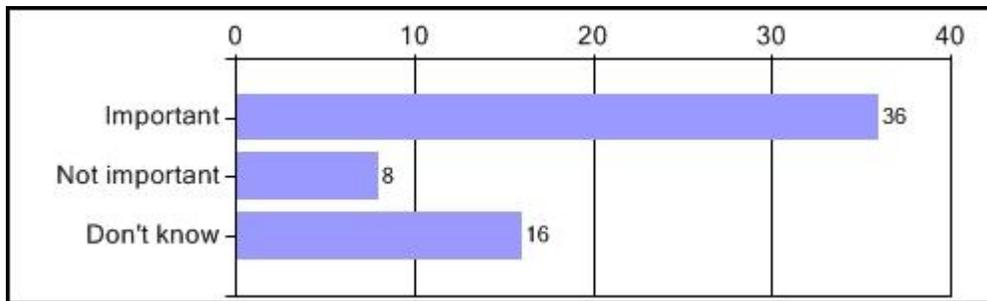


“Sup” = Supported

Responses in the “other” category fell under 3 general topics:

- Did not feel supported in an area of the program
- Needed more help during thesis phase of the program
- Needed more ID student contact to feel supported in the program

**8. Do you think the faculty and administrators at OSU believe the ID program is important for students and the university?**



**9. If you answered no, in your opinion, what would help build faculty and administrator support for the program?**

*The answers below include ALL of the responses and are provided exactly how they were written.*

- I think that international understanding is important especially living in the U.S. where the culture values diversity. However, I often felt that it requires great challenges and time to incorporate this idea while getting higher education. According to my personal interactions with peers, higher education could mean getting education quickly and efficiently by focusing a few specialized fields rather than integrated/ interdisciplinary education. It has been very difficult for me to introduce my idea and interests in ID research and education to my family, friends, and some OSU faculties. Some of their negative feedback was perhaps considered because they considered program expense, length of my college education, and value of education. My family members were especially concerned why I wouldn't choose for an English speaking country and perhaps why should you go other countries to learn different language when you can do it right here. Now, I guess I have some tricks to respond to those considerations. For me, ID education has provided great insights and lessons for all aspects in my life: personal, academic, and professional. Although it has been taking for so long to achieve my academic goal of getting ID and my primary degrees, I also do believe the work has been challenging and time consuming. However, I think it was overall an A+ experience since I will remember my oversea experience and share it with people for the rest of my life. I consider that not everyone could have the same kind of learning that I have had. I am glad that I was able to get the gift from my college education. I also think that not everyone is or should value all three things (personal growth, academic and professional achievement) in their education. It suppose to be a choice that is mattered by students, rather than a social norm that study abroad is important because it looks good on my resume. With that understanding, maybe we need leadership in both student and professional levels at OSU!
- I am not sure about current conditions at OSU. At the time I was in school, more and more students were getting involved. As international education and isolationist

tendencies develop in US political psyche, it will be harder to maintain. But, for students who climb out of the isolation, it will be absolutely imperative to continue to support them!

- Market the experiences that students have, studying abroad and completing a thesis is something that not everyone does. It is challenging but rewarding.
- Knowledge of the program. OH!!! What it actually means! What does it mean once you complete the ID? And to whom?
- Get Michelle Sandlin in Admissions to endorse the ID program and really talk it up to prospective students. Michelle has been instrumental in increasing understanding and recognition of high school International Baccalaureate programs, and these are the kinds of students who would thrive with the ID program once they got to OSU.
- More awareness and opportunities to approach the program from various colleges and programs.
- More publications and awareness about how unique the ID program is and what it means to students who have gone through the ID program and found it useful professionally.
- Not sure. More incentive for them personally? Ie- funding (ha! yeah right!) Or maybe more good press?
- make it a stand alone degree. Put more emphasis on the international experience.
- It is always good to show results of the programs, right? So highlight alum who have gone on to graduate studies and are in prominent international positions now.
- I feel like most find being an advisor a bit overwhelming and like they are doing me a favor by helping me. They often do not know what it is and have to learn about it when I am learning (at the same time)
- Perhaps develop more relevant connections overseas as well as more challenging projects.
- I don't think the program is that well known among different colleges on campus. I learned about the program too late. I wished my HHS advisor would of told me about it sooner.
- Credible, knowledgeable staff and faculty. The program did not seem to be taken seriously by other colleges.

#### **10. What do you believe are the learning objectives (goals) of the ID program?**

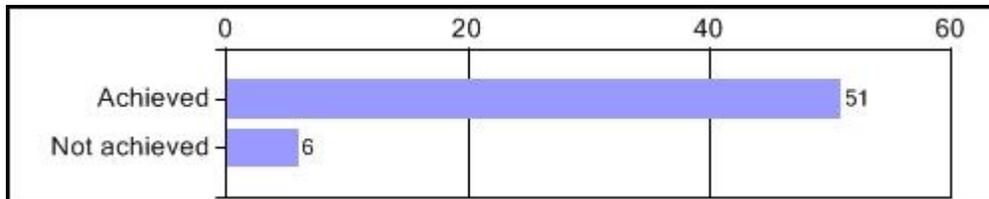
Responses to this question fell under a few broad areas, summarized as follows:

- To broaden awareness and participation of/in the global community
- Conduct original research
- Personal growth through living overseas
- Adapt to and perform in multicultural contexts
- Bring international experiences to bear on primary major areas and back to the OSU campus
- To help students get an international perspective within their primary field.

Interestingly, many of the responses spoke more in terms of benefits rather than in terms of what they learned. One example is shown below.

- Give undergraduates the experience of writing a thesis 2.) Allow students who study abroad to graduate with two bachelor's degrees 3.) Gives an opportunity for students to work closely with faculty advisors and collaborate on a thesis

**11. From your experience, are the learning objectives of the ID program being achieved?**



The “not achieved” responses here indicated the program either did not accommodate them or that they did not understand the learning objectives well enough to respond.

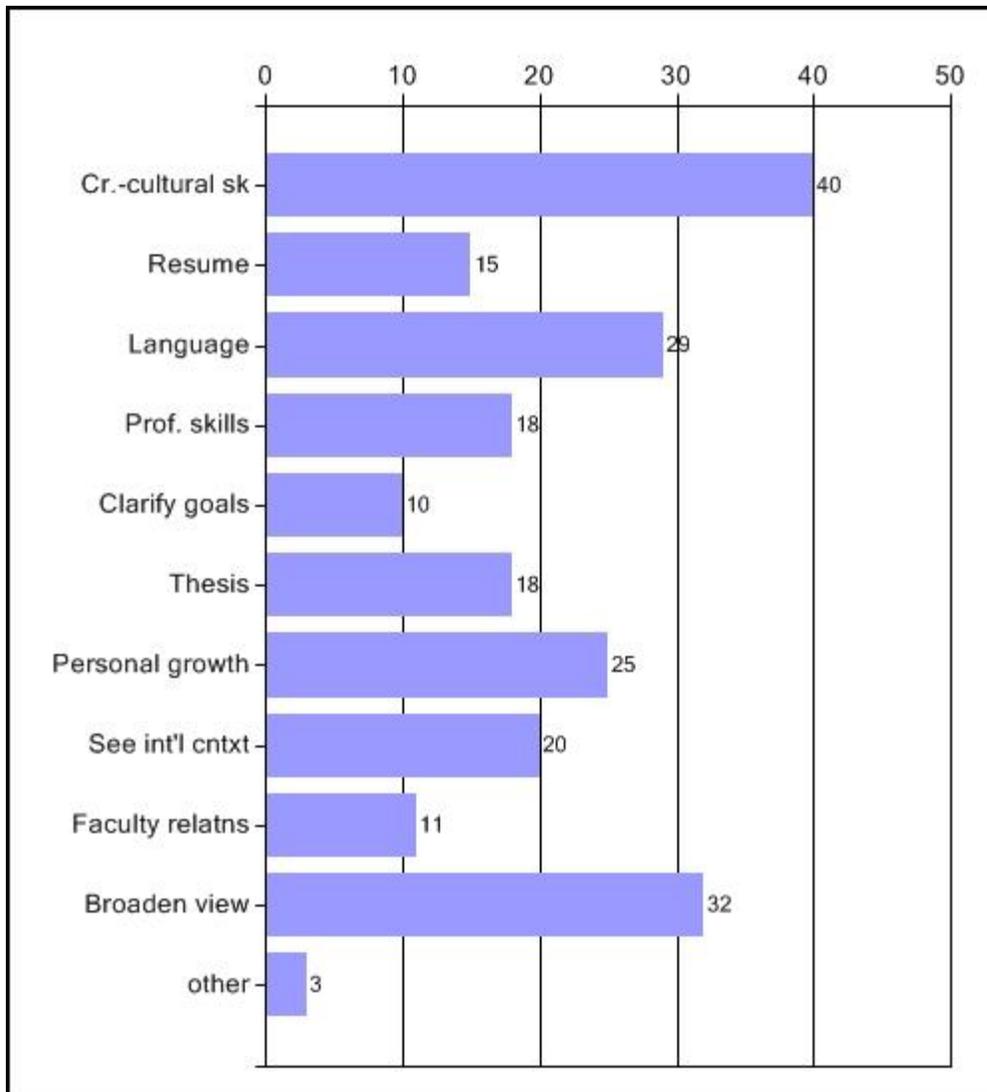
**12. For graduates or current students of the program: Please identify what you believe sets you apart (or will set you apart) from other graduates because of the ID program.**

Responses to this question filled three pages, and offer powerful statements on both the success of the program, as well as for potential marketing purposes in the future. The selected statements are samples of both specialized quotes and most common responses.

- I have a tenacity for a research question, that gives me the ability to pursue work above and beyond what is required of me. I also have confidence to persist and learn about different languages and cultures, despite the personal discomforts.
- Broader and deeper experience within my major.
- I'm a Nuclear Engineering major , taking chinese, not many others have that ambition, or see the need in the world for bilingual engineers in developing markets.
- What sets me apart is the recognition of having learned abroad, mastered another language and done an undergraduate thesis making me look very good to graduate schools or internationally based job positions.
- I have the ability to communicate with my customers at the pharmacy in Spanish whenever the need arises as a result of having completed the ID program.
- Going through the ID program requires a student to develop a maturity that some non-ID graduates lack.
- Attachment to global issues and a connection with people of other cultures.
- Experience conducting primary research.

- The degree will be nice, but I really think that the ideological framework that ID students seem to have make them more desirable in the workforce (and overall more interesting, especially at cocktail parties).
- I wrote a thesis and have two degrees, all as an undergraduate.
- Accounting (and many other types of work) is increasingly going international. This degree will provide an edge in competition and what was learned will provide increased ability to step in to a job that has been affected by globalization. It will also indicate that I am not satisfied with just meeting basic requirements.

**13. Please check 3 of the following reasons why a student should participate in the ID program.**



#### **14. For ID program alum: What is your current professional position? How has the ID program influenced or supported your career and/or life goals?**

Below is a summary of the responses (duplicates and general answers have been eliminated). Because most responses were unique individual expressions of the benefits derived from the program, there was minimal editing.

- I am working in my thesis mentor's laboratory as a laboratory technician.
- I'm the Head Teacher at an International High School. I have traveled with students to Japan and India, and hope to make it to Peru and Ecuador this summer. I am currently applying for the Administrator's program at the UO, and my goal is to lead schools where international studies and language learning are the norm, rather than the exception.
- Research fisheries biologist The ID program was a fabulous experience that helped me get into and succeed in graduate school, but I don't really feel that it has had much impact on my career beyond that point. I still hope to make practical use of those skills and experiences.
- I'm a substitute teacher, as a temporary position. I believe it will be the language skills that I gained that will be most applicable to any job I end up in.
- Medical student, Mayo Clinic
- Lab assistant at a private company in Portland, Oregon. I would like to work with the World Health Organization (WHO) as an epidemiologist, and having the international experience will only help with my goals of working with the WHO. I also hope that my thesis experience will make me a better candidate for a competitive graduate school in London, England.
- I'm still working retail! Its terrible!
- Naval Officer in medical school at OHSU. I will pursue a career that will be heavily involved in international medicine while also working significantly in cooperation with foreign governments developing their healthcare systems. The ID program has given me much self confidence in pursuing my current goals.
- Vice President of an engineering/urban planning and survey company. My southern California office is near the Mexico border. We have numerous firms and clients we deal with monthly. Spanish language skills, understanding the cultural and community dynamics is essential.
- Administrative Coordinator. This job is a step to law school. However, my experience with the ID degree and involvement with ISOSU played a large role in demonstrating my capabilities.
- Life Science Researcher - NIH; life goals are more internationally focused.
- Lab technician in an international soil science lab. We accept samples from around the world and train individuals opening up labs in other countries. The degree itself was not the leading reason why I was hired, but the research experience and Spanish language skills were seen as beneficial.
- Exercise Physiologist. I would like to go to graduate school in my field of study. The specificity of my thesis helped me understand how somewhat obscure topics can be unique and interesting to research.

- Corporate Trainer for Target Corporation. Having international experience, the ability to speak Spanish and being a double major has made me more marketable and promotable. It also allowed me to make international connections and drive a thirst for international travel.
- I currently have two positions.
  1. Associate Director of the Peacebuilding and Development Institute at American University. ([www.american.edu/sis/peacebuilding](http://www.american.edu/sis/peacebuilding))
  2. Executive Director of Center for Peace Building International ([www.cpbinternational.org](http://www.cpbinternational.org))
- Graduate student at Jackson School of International Studies, China, University of Washington, Seattle. 2009 receive M.A.I.S.
- Fulbright Fellowship in Chile. It just happens to be the country I went to for an IE3 to do my thesis research in. The ID program rounded out my education and gave me incredible insights into myself and where I would like to be in a global context.
- Director of Programs for small non-profit (Durango Educational Alliance for Multicultural Achievement), an educational organization that serves minority youth.
- Doctorate of Pharmacy Student at OHSU. It helped me to develop a unique interest in the world of pharmacy where many students don't have experience, that have helped me to develop a niche where I am a unique contributor to the program.
- I am currently a homemaker. Although I do not currently use my skills at a job, I do believe that they have enabled me to grow personally, and that they will help me to become a wonderful mother who appreciates and passes on the appreciation of other cultures and languages to her child. I find that I easily make friends with people from other cultures, and by doing so, I have helped them feel more comfortable and gain confidence here in Corvallis.
- Coordinator, Department of Monitoring, Evaluation, Research and Learning, Tostan International. I'm in charge of developing monitoring and evaluation strategies and plans for 8 African countries, building organizational capacity for M&E in field-based projects, and disseminating the conclusions of this work to help improve the organization's work. Tostan's program is described in detail at [www.tostan.org](http://www.tostan.org) The ID program helped me learn how to create original research, it opened up my mind to many possibilities in international work, including IE3 program which was my first experience with Tostan. The ID program was very supportive of my goals to learn more about the world, and through ID I found SIT in Vermont where I did my MA in Sustainable Development and have continued my work with Tostan for the past 4 and 1/2 years.
- System Administrator....I still love to travel and use my Spanish whenever I can. It's still a major accomplishment in my life to have completed the program. I am a huge supporter of the ID program and was very fortunate to have had the opportunity to do it. It was worth the extra work.
- I'm an environmental consultant. The program influenced my life goals by encouraging me live locally and act globally.
- Pharmacists. I feel I have advantage of being able to better serve the very large Hispanic population in this area as a result of having lived in Spain and Chile and studying Spanish and culture to the extent that I did.

- Clinical research coordinator. I will start medical school in June. The ID program encouraged me to improve my Spanish language skills, and to attend an internship abroad. I believe that these two things were very important in helping to solidify my goal to become a primary care physician, with a goal to work with medically underserved Latino and non-Latino populations in Oregon.
- Graduate student studying international water resources - directly relevant: I am working in countries that primarily use the language I learned, within similar subcultures. It has aided my acceptance into my program, supported my research desires by showing my readiness to travel and work, and already validated my extracurricular experiences with Engineers Without Borders.
- I am working in a very culturally sensitive position that demands I understand the nature of cultural differences to do a good job, therefore, the ID program showed my employer that I have experience in that and that I am qualified. It has helped me with my career and life goals because I desire to continue my work and research in both of the countries I studied in.
- Even though I did not complete the ID program, I have continued my love of international health and applied to the Peace Corps. I hope to further my career in international health and later apply to Nursing School.
- Staff Research Assistant at Scripps Institute of Oceanography, UCSD The international research made me aware of the added challenges of conducting research in a non-western country.

## Faculty/Advisor Input

We asked faculty advisers, through a brief email survey, to comment on their experience with the ID Program. We sent a short set of questions but asked them to comment as well from their own experience on *anything* they might like to share from their perspective. Faculty experience ranged from people new to the role, to faculty with years of experience with ID students. Fourteen faculty responded. Of the respondents, the majority had advised two or more students. The comments and suggestions were overwhelmingly in favor of the program.

Comments are provided in their original “voice,” or with minimal edits.

Some strengths included:

1. The ID Program offers students the opportunity to become functional in their discipline in a foreign or new environment;
2. ID students are excellent and this is an excellent program to promote the best academic work in our students;
3. Thesis preparation process has been strengthened of late; quality issues are being addressed. Faculty see thesis as a “core” component that adds “excellence” to the IDP;
4. The international internship opportunities are outstanding for OSU undergraduates;
5. Historically, the drop rate has been high, although there is recognition of improvements in persistence

Some areas or suggestions for improvement included:

1. The need for ID students to share the benefits of their experience upon return;
2. Need to formally recognize the great accomplishments of ID students;
3. More feedback is needed from overseas partners: how well do OSU students perform when integrated with other learning communities?
4. There are challenges of coordinating and articulating credit hour awards or transfer. Sometimes this happens “after the fact.” Because students are attending multiple institutions, more formal interface between faculty advisers and ID staff may be necessary;
5. More faculty would be involved if colleges promoted the value of their participation, since now it is treated as one more overload;
6. Needs clear set of learning outcomes;
7. Lacks emphasis in developing advanced skills in lesser taught languages;
8. Students need more guidance early in their programs;
9. Many faculty and students remain unaware of the program;
10. The program would be strengthened through use of more, perhaps smaller amount, scholarships as well as ongoing social or seminar activities that promote a continuous learning community;

#### **IV. REPORT/CONCLUSIONS**

Final recommendations are a negotiated process for any high quality evaluation. The evaluators must review the data in consultation with program experts.

##### **Description of Overall Performance Issues**

- Most responses were highly positive about the ID Program.
- Students with strong criticism indicated they recognized the individual nature of their experience.
- Although the requirements are challenging, overall alumni viewed the experience positively and believe that it has impacted their lives for the better.
- The ID program has a vast network to maintain, from academic departments to partners overseas.
- Some thesis advisors are not clear about the ID requirements and how to guide the ID student with the thesis research and write-up. This has affected the quality of some students' experiences in the program.

##### **Recommendations for Improvement**

- Create a student's interest list and keep a record of those students that expressed interest in the program at some point, including their name, major, and email address (is beneficial in finding how many students are interested and how many actually apply).
- Students write on the application to the ID program where they plan to study, but sometimes this changes. Make sure to track changes in order to keep better record of where students are studying and for how long.
- Have more specific learning outcomes that are used in marketing materials and throughout the program.
- Measure learning outcomes with a more focused "exit survey" on the learning outcomes and if they have been achieved.
- Consolidate exit surveys so that you can easily compare each student evaluation.
- Hire another person, even if only part-time to help in data records, advising, publicity, etc. It is a big job for two people.
- Offer the ID as a minor so that more students are able to participate and are receiving more of an international component to their degree.
- Make the study abroad requirement longer and reevaluate the additional classes and language proficiency requirement. It is difficult to do the extra classes and language level in 4 years.
- Have more social events for the ID students to get to know each other.
- Have a graduation ceremony for ID students and provide exit survey or interview

- No one on the ID Committee from the College of Education, we suggest to invite a faculty member to be part of the committee to build a relationship with this department.
- Meet with Head Advisors of all the colleges/departments about creating and implementing an entry questionnaire for first-year/transfer students to fill out if they are interested in the ID program or study abroad in general. Follow up with those students that express interest.
- Work with the colleges/departments that do not have a specific “Checklist” document for its students interested in the ID Program and create one to make it more clear for students to see how to fit the degree into their college career.

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