STANDARD TWO

EDUCATIONAL PROGRAMS AND EFFECTIVENESS
Educational Programs and their Effectiveness:

Boise State’s Story

—A SHIFTING FOCUS AND AN EMERGING PRESENCE

Until recently, Boise State University was the comprehensive state institution of higher education in the region, and we shouldered the bulk of the responsibility for post-secondary education in our community. It was our role and mission to offer an array of programs that spanned from certificates in professional-technical vocations all the way to doctoral programs in education and the sciences. In one sense, we had no choice but to be “all things to all people.”

However, effective July 1, 2009, Boise State transferred its Professional-Technical Educational (PTE) programs to the College of Western Idaho, a new community college in our region, along with responsibilities for non-credit workforce training and adult basic education. The College of Western Idaho will also take on substantial responsibility for offering developmental coursework and lower division general education academic coursework.

This transfer of our PTE function to another institution was a watershed moment for Boise State. We are now better able to focus on our vision to become a metropolitan research university of distinction, substantially increasing the (i) the number and size of our graduate programs and (ii) the capacity and sophistication of our research.

—A CAUTIOUS TRANSITION

Boise State University has a long history of adaptation and transition in response to growth in the University and to growth in and changing needs of the region and community. Our roots as a junior college provide foundational core values of access, responsiveness to the region, and a broad range of offerings.

As we move forward to achieve our vision, we fully understand our transition to increased graduate programs and research must be responsible and well planned. It is important not to lose focus on a key aspect of our mission, our undergraduate programs. Towards that end we have undertaken a major effort to enhance the undergraduate experience at Boise State.

It is also important that our expansion of graduate programs and research is done with deliberate attention to quality. We understand the need to (i) develop the mechanisms by which we ensure quality, (ii) develop and implement programs that are consistent with our goals and aspirations and that meet the needs of our community, and (iii) do so in ways that make the best possible use of the resources available to us.
Educational Programs and Effectiveness

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Community and Global Perspectives

We are committed to providing our students with the opportunity to gain broad perspective on their roles in the world. Students who participate in community partnership acquire an understanding of how the knowledge and skills gained in the classroom can be applied in the real world. They are also exposed to community members who differ culturally and/or economically. Students who participate in education abroad or in coursework with an international component are better able to understand their place in the context of the entire planet.

Community Engagement

The importance of community engagement in our educational programs is explicit in our strategic plan: Academic Excellence denotes high quality student focused programs that...engage students in community based learning... Our receipt from the Carnegie Foundation of their “Community Engagement Elective Classification” was based largely on the integration of community engagement into our curricula and the participation of our students in community partnerships. Here we describe three broad categories of community engagement: service-learning, internships, and curricula.

—SERVICE-LEARNING

Boise State’s Service-Learning (SL) program is the largest in the state. More than 2000 students participated in SL courses during 2008-09. Since 2000-01, students in SL courses have contributed nearly 290,000 of hours of service.

Boise State has a centralized Service-Learning Program that supports the integration of coursework with community service. The SL program is located administratively within the Center for Teaching and Learning. SL staff members support faculty members through monthly workshops, individual consultations, mini-grants, sample syllabi, and community networks. Community agencies...
receive SL staff assistance to connect with faculty, refine SL projects, coordinate students, and optimize student/agency matches. SL staff supports students by providing an ongoing classroom/online presence to introduce SL, attending agency orientations with students, facilitating reflection on the experience, and helping students problem-solve challenges with agencies.

Applications to create SL courses are evaluated on a number of criteria, including the service provided, the relationship of the service to course subject matter, assessment of student learning, fostering of civic responsibility, and mechanisms of reflection.

There are many examples of SL projects, but one is especially worthy of mention because it involves local action that contributes to global perspective in our students. Since 2005, more than 260 SL students have worked with four refugee agencies. The students learn about other cultures and perspectives as they work one-on-one with refugee families and individuals to help refugees develop the skills, confidence, and community connections needed to gain self sufficiency.

—INTERNSHIPS

Boise State is fortunate to be located in an area where opportunities are abundant and students can take part in internships in a variety of organizations including large international companies, small start-up businesses, state and federal agencies, health care organizations, art groups, and non-profit organizations.

The internship program at Boise State is the largest program of its type in Idaho and ranks among the largest in the Northwest. Boise State’s internship program averages between 1,300 and 1,400 interns each year. Ninety-five departments participate in the internship program, with 20 departments making up 80% of the internship participation. The internship program is administered by the Career Center, which is located administratively in the Division of Student Affairs.

—OTHER IN-COURSE AND OUT-OF-COURSE ENGAGEMENT

Boise State students also participate in a wide variety of other partnerships with the community. The following are examples:

• In the Department of Music, students (i) visit public school programs, (ii) teach public school music classes as lab experiences, (iii) are encouraged to use their pedagogical knowledge by teaching in the community throughout their college experience, and (iv) work in the community education program to teach theory and music classes on campus for older students.
• Students participate in unpaid clinical practice activities in Radiologic Sciences classes from 100 level to 400 level. In addition, students perform Quality Assessment evaluations on local clinical equipment.

• The capstone project for the Executive MBA graduate program requires student teams to provide a strategic plan for a local company.

• Nearly all student research in the Department of Sociology addresses issues of public value, and our students are important student and community leaders.

• Graduate and undergraduate research projects in the Department of Biological Sciences often involve (i) working with local offices of federal and state agencies on projects involving threatened species or habitats or (ii) working with local health entities on basic research on human diseases.

• Students from a number of academic departments participate in “alternative spring break” projects that are incorporated into a course offered by the Department of Social Work. Faculty members work closely with the students in choosing, planning, and preparing the project, and in applying relevant theories and data to the experience.

Internationalization
  — OVERVIEW

In 2005, Boise State established a Task Force on Internationalization to develop a “blueprint” to integrate an international dimension across teaching, service, and research. The goal of the task force was to develop strategies to support the vision that “Boise State University shall offer a globally enriching education and provide a diverse campus climate to prepare its students to become internationally competent and culturally sensitive citizens. Members of the Boise State University Community will gain an understanding of international commerce, global interdependence, human rights, and diverse cultural, social, political, and economic systems.”

During this same time frame, Boise State joined the American Council on Education (ACE) Internationalization Laboratory, which offered consulting and collaboration with a cohort of institutions. The Task Force developed the Internationalization Plan, which includes an action plan. Several items on the plan have been accomplished, including (i) faculty development activities offered by the Center for Teaching and Learning about how to incorporate international perspectives into course content, (ii) increased inter-
national partnerships with institutions of higher education, and (iii) the creation of a residential “global living learning community.” The plan is continually being revised and updated.

The focus of the International Programs Office (IPO) is to facilitate comprehensive, University-wide internationalization at Boise State University. The Director of International Programs reports directly to the Provost. This reporting structure was not always the case, and was the result of a recommendation by the ACE following their review of our international program. The IPO has six professional and one clerical staff members who operate IPO's programs. The mission of the IPO is as follows:

“International Programs Office (IPO) is a centralized division for international education, developing and managing quality international initiatives, programs, support services, and international partnerships for Boise State University. We integrate international education, global perspectives, and cross-cultural knowledge into the University’s academic programs and the community at large. In addition, we facilitate the comprehensive internationalization of the University and connect the campus to the world, enabling Boise State University students to graduate as globally competent citizens.”

IPO responsibilities include (i) providing leadership and vision in articulating and implementing the international strategy for Boise State, (ii) developing and maintaining of international partnerships for the University, (iii) recruiting and providing support services for international students, (iv) administering education abroad for the University, (v) facilitating faculty-led, short-term study abroad programs, (vi) administering an intensive English program, (vii) developing and implementing educational and professional training programs for international clients, (viii) administering Fulbright programs, (ix) facilitating international professional development opportunities for faculty and staff members, and (x) developing interdisciplinary international studies programs.

The IPO is responsible for Education Abroad, which, because of the extensive attention given them in Policy 2.4, is covered in detail below.

Several of the key accomplishments of Boise State's internationalization efforts are:

- An Internationalization Advisory Board was successfully established to coordinate the implementation of the internationalization plan.
- The Intensive English Program (IEP), which is an entrepre-
neurial division of the International Programs Office, was restructured and expanded to develop it into an international student recruiting strategy for the University and to market and implement educational and professional training programs for international clients. The program recruits students at no cost to the University and has resulted in significant revenue for Boise State from non-resident tuition.

- An annual $10,000 Internationalization Initiative Award was established to help academic departments implement internationalization initiatives. The Nursing Department was awarded the Award in 2007 and is implementing a comprehensive internationalization project, including undergraduate and graduate curricula, international partnerships, integrated education abroad, and an online discussion community. In 2008, the Geosciences Department was given an award to develop a summer field camp focused on humanitarian geophysics in Thailand.

- “International Connections,” a brown bag luncheon seminar series at Boise State, was established to host a forum where those on campus and in the local community interested in internationalization and international activities can meet, engage in discussion, and share experiences.

- A Basque Studies Program was established through a Title VI grant and funding from the Basque government.

- An Arabic language program was launched via interactive video technology and has grown into a four-semester program taught in the traditional classroom setting.

---EDUCATION ABROAD: OVERVIEW AND FOCUS---

2.G.12 Travel/study courses meet the same academic standards, award similar credit, and are subject to the same institutional control as other courses and programs offered by the sponsoring or participating institution. Credit is not awarded for travel alone. The operation of these programs is consistent with Policy 2.4.a.

2.4.a. Study abroad programs should be clearly related to the mission and goals of the sponsoring or participating institution;

2.4.b. …have a well-defined rationale stating the specific nature and purposes of the program, and be accurately represented in the institution’s catalog and all promotional literature;

2.4.c. …provide educational experiences related to the institution’s curriculum;

The field of education abroad has grown substantially over the past 30 years. NAFSA: Association of International Educators (NAFSA)\(^{137}\) is the primary professional association for international education offices, and has established standards of good practice
related to program administration, student health and safety, and the responsibilities and ethical behavior of program officers.\textsuperscript{138} Boise State uses these standards as a basis for much of its planning and operations in education abroad programs.\textsuperscript{139}

Education abroad at Boise State University is administered by the International Programs Office (IPO). With respect to education abroad the IPO provides support to incoming international exchange students on the Boise State campus. One IPO staff member coordinates education abroad and the National Student Exchange (NSE).

The education abroad/NSE coordinator manages a wide range of education abroad opportunities for Boise State students, including bilateral exchanges with partner universities across the world, University Study Abroad Consortium (USAC) program sites, programs hosted by study abroad providers, direct enrollment at international universities, and Boise State faculty-led short-term programs. The coordinator supports all Boise State students studying abroad and studying at NSE sites, all incoming students from exchange partner universities and NSE, Boise State faculty who teach abroad through USAC, and Boise State faculty who lead short-term education abroad programs.

Since 2004-05, the number of sites for Boise State bilateral exchanges has increased from five bilateral exchanges in five countries to 15 exchanges in 11 countries and the number of USAC sites and programs has increased from 31 sites in 21 countries to 40 sites in 25 countries. Table 2.3 depicts participation in education abroad programs over the last 6 years.

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<td>Total students abroad</td>
<td>107</td>
<td>114</td>
<td>128</td>
<td>162</td>
<td>225</td>
<td>140</td>
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<tr>
<td>Total incoming exchange students</td>
<td>16</td>
<td>20</td>
<td>17</td>
<td>30</td>
<td>29</td>
<td>31</td>
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<tr>
<td>Total Outgoing NSE students</td>
<td>15</td>
<td>18</td>
<td>12</td>
<td>20</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>SUB TOTAL students supported</td>
<td>138</td>
<td>152</td>
<td>157</td>
<td>212</td>
<td>267</td>
<td>189</td>
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<tr>
<td>Faculty teaching abroad</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>10</td>
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Education abroad programs contribute strongly to three of the destinations of Boise State’s Strategic plan, Charting the Course: Vibrant Culture, Academic Excellence, and Public Engagement. One of the milestones of the plan is that “Boise State will be recognized as a center for cultural and intellectual exchange that enriches the community.” And one of the strategies identified is “Develop and promote programs to internationalize the campus.” Education abroad contributes to
internationalization at Boise State and is an integral part of the curriculum as more emphasis is being placed on developing curriculum-integrated education abroad programs for specific majors.

Study abroad at Boise State is well described in the 2008-2009 Boise State Undergraduate Catalog. The International Programs Office manages an extensive website that contains promotional materials, the Education Abroad Handbook (described below), links to health and safety information, links to the U.S. State Department, and numerous other resources for students, faculty, and staff related to study abroad.

Study abroad programs at Boise State are designed to provide students opportunities to advance their educational goals in all areas of the globe. Boise State students may choose education abroad programs from three broad categories:

- Boise State is a founding member of the University Studies Abroad Consortium (USAC), established in 1982. The consortium includes 33 U.S. member institutions with the nine founding institutions of USAC serving on the Board of Directors, including the Coordinator of Education Abroad at Boise State University. The Board of Directors meets annually to select visiting faculty, discuss existing program sites, review new programs, hear site reports, and conduct consortium business. All courses offered by the University Studies Abroad Consortium meet or exceed the U.S. standard for contact hours and are taught on the campus of the host University abroad.

- Boise State also offers bilateral exchange opportunities with 15 institutions in other countries. Sometimes referred to as “tuition reciprocity programs,” bilateral exchange agreements are agreements between Boise State and universities abroad allowing for the exchange of students for a semester or an academic year at a partner institution while paying Boise State tuition. In exchange, Boise State receives students from a host campus, and the students pay the tuition of their home campus.

- Boise State students may choose education abroad programs offered by program providers or universities, or they may choose to simply attend a university outside of the U.S. that is not a Boise State partner university. The goal of the education abroad program at Boise State is not to promote only those programs administered or sponsored by the University, but rather to serve the needs of the students. Students can study abroad through any program offered at or through an accredited university. The Education Abroad Coordinator verifies the accreditation of any institution students may want to attend.
Additionally, Boise State is a member of the Global Engineering Education Exchange administered by the Institute for International Education, which offers bilateral exchange opportunities for engineering students with over one hundred universities around the globe.

Overseas locations for Boise State and USAC programs must meet standards for sustainability, health, and safety guidelines. Programs should complement existing programs, not compete with them. Boise State affiliates exclusively with accredited colleges and universities abroad and does not allow for credit study at private language schools.

The curriculum at all Boise State programs abroad is designed to enhance the students’ understanding of the host country while providing academic credit toward their Boise State degree. The central curriculum in non-English speaking sites is based on the language, literature, history, and culture of the host country. In fully integrated programs, where English is the language of instruction, students are able to take courses in all undergraduate fields in which they have the academic background.

Over the past academic year, IPO has worked extensively with academic departments to offer education abroad programs that are integrated with the academic curriculum of the department. The curriculum integration project is designed to allow students in various majors to determine programs abroad that are suited to their academic majors. Eleven academic advising sheets have been developed for various majors to guide students to appropriate education abroad programs in their fields of study. As staffing permits, IPO intends to continue this program, increasing the number of advising sheets and enhancing existing sheets. This project is in its infancy, but we have made significant strides in this area. The following are two examples of integration:

- Advising Sheet for Spanish majors: highlights program sites best suited for this major, courses that can/cannot be taken abroad, as well as general academic advising.
- Advising Sheet for Social Science majors: provides comprehensive advising for Social Science majors (including the relation of education abroad course work to core requirements, the language sequence, and courses not permitted to be taken abroad for credit in a Social Science major).

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EDUCATION ABROAD: APPLICATION, SELECTION, AND ORIENTATION

2.4.d. Study abroad programs should be available to students carefully selected according to ability and interest;
2.4.e. …have a carefully articulated policy regarding the availability of financial assistance to students for programs required by the institution;

2.4.f. …have clearly specified language proficiency requirements when appropriate to the program and place of study, and clearly defined methods of testing proficiency prior to acceptance into the program;

2.4.g. …provide extensive information to intended participants, honestly and specifically describing the program’s opportunities and limitations, indicating how and where instruction will be given and the relationship to the foreign institution, describing grading practices, identifying especially significant differences between a home campus experience and what can be expected abroad, including information about local living conditions and the extent of responsibility assumed by the program for housing participants;

2.4.h. …provide extensive orientation for participants prior to departure for, and on arrival in, the foreign country with respect to the matters in item g above, augmented with more detailed information and instruction related to the specific program;

2.4.o. …ensure fair reimbursement to participants if the program is not delivered as promised for reasons within the sponsor’s control.

Boise State students may attend any accredited program including those of the consortium, bilateral exchanges, and outside program providers. Program providers establish their own criteria for education program acceptance. Selection criteria vary from program to program, but most programs require that the applicant have a minimum 2.5 GPA, that the student be in good standing at the home institution, and that the student provide academic references and transcripts. Program flyers on the IPO website explain these requirements.149

For students applying to the USAC program, the GPA requirement is a 2.5 for specialty sites, but partnership sites may require a higher GPA and may require a particular class standing. Specialty sites are administered directly by USAC and have USAC staff working at the site supporting USAC students. Partnership sites allow students to directly enroll into a foreign campus and USAC serves as the intermediary for information, visas, housing and other paperwork. Therefore, those universities may have higher GPA requirements, which USAC must follow for application acceptance.

Bilateral exchange programs administered by Boise State require a minimum 2.8 GPA and two academic references. Additionally there may be class standing level and language proficiency requirements (described below), which vary by site.

Staff members of the International Programs Office interview all prospective exchange applicants to determine readiness for exchange. During the interview process staff members ask the student questions to determine if they have thoroughly investigated the exchange site, if they have a basic understanding of the host country, and if they understand the nature of program they have
selected. Staff members also discuss low grades on the student's transcript and ask for an explanation from the student. If a student seems unprepared, staff members may encourage a student to choose a program that is more structured or one that would better meet the student's needs, or wait a semester to study abroad.

All Boise State University-sponsored programs abroad offer qualified students the opportunity to apply for and utilize federal financial aid. The International Programs Office works closely with the Financial Aid Office to assist program applicants. Information on the application process for financial aid is included in the Education Abroad Handbook, which is provided to each applicant. A financial aid liaison is designated by the Financial Aid Office to work with the International Programs Office. The liaison attends the pre-departure orientation session each semester to discuss the financial aid process with students and their families. Scholarship funding specifically for Boise State University-sponsored education abroad is also available to qualified applicants.

For Boise State bilateral exchanges where the language of the host country is not English, students either must select courses offered in English or they must have four semesters of college level language study to be able to function academically in the host country. The selection criteria are stated on the exchange program handouts. At some bilateral exchange sites, students enroll in an intensive language course for at least one semester to increase their language ability to an advanced level in order to take full curriculum courses in the language of the host country. This is common for the sites in Japan and Germany.

The Boise State Education Abroad Handbook, which is provided to all student participants, offers extensive information about the education abroad experience including information on grading, instructional format, and cultural and academic differences. In addition, the handbook, students receive a series of extensive informational updates on their USAC account, the "Student Gateway." IPO staff members have visited most sites, and students are advised individually by staff members regarding on-site conditions and various aspects of the education abroad experience. Housing options vary by program site. Students are provided information regarding the options, cost ranges, and living conditions. Housing options vary by program site and a housing questionnaire is provided. At each program site and a housing questionnaire is provided.
Students participating in exchange programs are encouraged to live in campus housing at the host institution abroad, although they may choose to find their own accommodation. This is generally discouraged, unless students study abroad with spouses or dependents or they have relatives living in the host university city.

Refund and reimbursement policies are clearly stated in USAC program materials. Students can appeal their cases, if desired, to a fee appeal committee comprised of members of the USAC board of directors. For Boise State-administered programs, the University refund policy applies and an appeal would be made to the Student Fee Appeals Committee.

All participating Boise State students are required to attend a pre-departure orientation. Students are encouraged to invite their parents. Students unable to attend the orientation must notify the International Programs Office in writing and make arrangements to meet with an IPO staff member to receive orientation information by alternate means.

Pre-departure orientations expand on the information provided in the Education Abroad Handbook. Representatives from the Financial Aid and Registrar’s Office also attend the orientation and present information to students. Topics of discussion include all aspects of planning for education abroad, including:

- Academics: Credit and grading abroad, course approvals prior to departure, grade posting upon return to the U.S.
- Financial Aid: Financial Aid disbursement timeline, minimum credit load, satisfactory academic progress, power of attorney
- Travel information: Student visas, packing, culture shock, communication while abroad.
- Health and Safety: Health and safety while abroad, safeguarding documents, insurance.

Students are also encouraged to meet individually with program staff, to utilize the resource library in the International Programs Office, and to contact past study abroad participants to learn more about the country and program site prior to departure.

Student participants also receive a full on-site orientation upon arrival at the host institution. The on-site orientations vary by program site and the provider.
Programs administered by USAC make use of resident directors who are hired by USAC and are therefore employees of the University of Nevada, Reno, which is where the USAC administrative office is located. Most USAC resident directors have PhDs. A majority of the USAC resident directors have been with the program for at least 15 years, which creates a very high level of program continuity.

USAC resident directors meet annually with the members of the USAC Executive Committee to discuss administrative guidelines, emergency procedures, and program development. The two-day meeting includes special presentations on topics of interest to the group.

USAC program staff members (the resident director or assistants) are available to meet with students at each program site. Prior to departure, the students receive a variety of information and materials on their USAC Student Gateway account. This information gives extensive information about the country, housing, program sites, visas, etc.

Upon arrival in the host country, an on-site orientation is conducted and students are provided with a general handbook and 24-hour emergency contact information. Prior to departure, extensive program, country, and site information is available to students on their USAC Student Gateway accounts. This system allows USAC to distribute information to students in a timely manner, and is available to study abroad advisors and the students at any time. Additional emergency contact information and contact cards are also provided to the students, along with instructions to give the documentation to a parent or family member.

The resident directors in each USAC program focusing on foreign language study are responsible for hiring local faculty and providing copies of course descriptions and the academic qualifications of the faculty to the USAC central office.

Bilateral exchange programs do not have resident directors. Instead, Boise State students participating in bilateral exchange programs
work with the international office at the host university offering resources and support to incoming students, including housing assistance, immigration information and assistance, access to courses and classes, management of cultural adjustment issues, and employment rules and restrictions. Staff members are available to assist Boise State students with any other issues that might arise. The host campus international office is available to the students in an emergency or for other issues. Boise State does not affiliate with institutions without an international programs office to support students. The International Programs Office at Boise State provides this same support to incoming exchange students.

Students who study abroad through program providers receive similar types of support and services, as outlined above, from the provider and the host university, depending on the type of program.

All education abroad programs that are located on university campuses offer Internet access, which allows students to access the Boise State Library and other resources and alleviates any local library limitations. Students who participate in field study programs, field camps, or service-learning programs may only have Internet access at a field station or Internet café.

—EDUCATION ABROAD: ASSESSMENT

2.4.n. Study abroad programs should include provisions for regular follow-up studies on the individual and institutional benefits derived from such programs;

Students on USAC-sponsored programs are provided with on-site evaluation instruments and are also sent a follow-up evaluation approximately one month after the end of the program. At the end of the term students are asked to evaluate each course individually, and the program as a whole. Evaluations are read by the director of USAC and program changes and adjustments are made as needed. Examples of additions made to USAC programs are:

- A more comprehensive tour of the University and city as part of the on-site orientations.

- A more intensive focus of Life Sciences to the Costa Rica sites, specifically in San Ramon. USAC has added an Honors component to these courses as well.

- A Service-Learning component to the site in India.

- An Indian specialty program to coincide better with the U.S. academic calendar, due to the fact the Indian academic year does not match the U.S. system.

- An international business program in Shanghai, China, based on student and faculty requests.
All Boise State participants are also asked by IPO to complete a program evaluation. Program evaluations are reviewed every semester by the Coordinator of Education Abroad, and the results from those evaluations are used to monitor academic quality, student satisfaction, and general program management. Examples of assessment findings and resulting actions are:

- Over the past three years several students mentioned in their program assessments they would prefer a direct exchange in the United Kingdom (U.K.), because the USAC programs (and all other study abroad programs in the U.K.) are extremely expensive. Both the tuition fees and the cost of living are extremely high in these locations. Exchanges in the U.K. are very difficult to find, because most U.K. universities and U.S. universities have been conducting exchanges for at least 20 years, and as a result many U.K. universities do not wish to sign new exchange agreements. In 2007, we were able to develop a direct exchange with the University of Aberystwyth in Wales and this has been popular with students.155

- Based on student assessments at our exchange site in Saarbruecken, Germany, we are in the process of seeking a new exchange partner in Germany. Students would like to be in a larger, more cosmopolitan German city and they would like a more structured intensive German language program. Some students have felt that the current program does not meet their language goals. We are currently exploring suitable exchange sites.

- Student evaluations frequently mentioned the need for scholarship funding for study abroad, particularly for the bilateral exchanges. During 2009, the International Programs Office applied for and received a $100,000 grant for education abroad scholarships. These scholarships are specifically for students studying at bilateral exchange sites, since the amount of funding for students for these programs was extremely low (less than $2,000 total) per year. The IPO will have $50,000 in scholarship funding to award for the next two years and is developing a long-range plan to award scholarship funding in the future.156

---EDUCATION ABROAD: STUDENT PERFORMANCE AND ASSIGNMENT OF CREDIT

2.4.1. Study abroad programs should include clearly defined criteria and policies for judging performance and assigning credit in accordance with prevailing standards and practices at the home institution; where several institutions are involved with a single overseas institution or in a consortium, a common basis or determining grade equivalents is essential;
The central office for USAC has a registrar who determines academic standards, establishes grade equivalents, and creates and implements academic policies, which are approved by the USAC Board of Directors. Students participating in bilateral exchanges and other programs must follow the academic requirements and standards of the host institution.

Students maintain enrollment at Boise State while abroad. All students are informed in writing and during orientations that they must meet with their academic advisor for advising purposes and that a Course Approval Form must be submitted for courses they wish to take when studying abroad. Each class is reviewed by the appropriate academic department and assigned an equivalent course number. It is clearly indicated on the instructions of the form that "students may not receive credit for foreign study undertaken without prior planning or approval."  

All students on Boise State-sponsored programs receive an official transcript from the host institution, which is forwarded directly to the IPO. The Education Abroad Coordinator works with the Boise State Registrar's Office to ensure that the credits are properly recorded.

Credit offered as part of a Boise State faculty-led education abroad program are established by the academic department with input from IPO.

Commendations, Recommendations, and Action Plan

—COMMENDATIONS

• Community engagement is an important part of Boise State’s vision. The institution has created a strong foundation of community partnerships and curricula that involve engagement with the community.
  
  o The institution has been recognized by the Carnegie Foundation for its accomplishments.
  
  o The Service-Learning and Internship programs are strong, and provide substantial support for faculty members, students, and agencies.
Boise State integrates community engagement in many aspects of student life: a Civic Engagement residence hall, Civic Leadership Scholarships, an annual Volunteer Expo, a student-led Volunteer Services Board, and a strong Service-Learning Program, among others.

- Boise State has a clear vision of what it will take to internationalize its campus, has developed a plan to do so, and has made a number of important accomplishments. Among them are:
  - The IPO has built a successful entrepreneurial, revenue-generating intensive English program and custom-designed training programs for international clients.
  - A Global Village Living and Learning Community was created in one of the residence halls, and is already in high demand.
  - The Department of Modern Languages and Literatures has developed a diverse set of language programs, including Arabic, Basque, Chinese, and Japanese, in addition to the more traditional languages of French, German, and Spanish. Korean is being offered on an experimental basis.

—RECOMMENDATIONS

- Although the University has clearly made community engagement a key priority and has made great progress in this area, there remain a number of actions that can further enhance this aspect of the University's mission. Those include:
  - Faculty can be encouraged to increase participation in community engagement activities if it is made clear that such activity will be valued in tenure and promotion decisions. That value should be made explicit.
  - A system should be developed to help the community access faculty expertise, i.e., content area expertise, research interests, etc. This access could form the basis for the development of partnerships between faculty members and community members.

- Although the University has made substantial progress in internationalization, there remain the tasks of:
  - Developing a foundational culture that perceives international engagement by faculty, staff, and students as building connections for Boise State with other cultures throughout the world.
o Developing a campus that values global engagement and is welcoming to people from other cultures.

o Integrating internationalization with the core mission of the University, core functions, and University-wide priorities.

—ACTION PLAN

● The University will explore ways to recognize the value, in faculty promotion, tenure, and annual evaluation processes, of community engagement and international engagement.

● The University will develop capacities for sharing faculty members’ expertise with the external community.

● The University will develop an international center on campus that will serve not only as the location for the IPO office, but also as an international living and learning center. Boise State also will integrate IPO activities with activities of the Center for Teaching and Learning and with the Advising and Academic Enhancement office.