I. Introduction: Program Description, History and Mission

1. The program as reflected in the current catalogue:

The International Studies Degree Program, as described in the college catalog, is a Liberal Arts and Sciences Program with an emphasis in international studies. It offers an A.A. Degree, which is primarily designed to prepare students to continue their studies at a 4-year college or university. It is part of a larger educational movement at the college level, which is in response to the globalization of the economy, the interdependence of nations and peoples, and the growth of international political institutions. The ultimate goal is to prepare students for careers in the governmental or private sectors which have an international orientation or emphasis.

Within the program are three academic disciplines, in one of which students choose to specialize: Business, Liberal Arts, or Social Science. Foreign language is an important part of the program, and foreign travel is fostered.

2. A Brief History of the Program:

The International Studies Curriculum was developed by the faculty and administrative leaders at Suffolk County Community College during the 1996-1997 academic year. It was approved by the Faculty Senate in the Spring of 1997 and subsequently accepted by SUNY for inclusion in the college catalog.

The program has been administered by faculty in the Humanities department. Recent hiring of new faculty in the Language Department has improved the prospects for a program which has had limited enrollment.

3. Program mission statement (revised):

The mission of the Liberal Arts and Sciences International Studies Emphasis is to prepare interested students for transfer to an International Studies baccalaureate degree, while pursuing career goals in the areas of Business, the Humanities, or the Social Sciences. The program is part of a larger educational movement which recognizes the need to respond to the globalization of the economy, the growing interdependence of nations and peoples, and the growth of international institutions.

4. How Does the Program Advance the College Mission?:

An essential part of the mission of the college is to prepare students for transfer to 4-year institutions of learning, and to keep abreast of changing educational needs. The International Studies Emphasis responds to the increasing importance of education with a global perspective.
The college also has the mission to prepare students for employment. A career track in public and private enterprises, which values an international perspective and awareness, is an area of increasing opportunities of which qualified students may take advantage. The International Studies Emphasis offers a promising beginning in that direction.

5,6. This is the first program review for this emphasis.

II. Program Goals and Objectives

1. There were no existing Goals and Objectives, which were stated, prior to this review. There were, however, the following statements of Purpose and Need:

“I. Purpose: The International Studies Degree is designed to prepare students to transfer to four-year degree programs in international studies, and to provide students with a greater ability to understand and function within an increasingly global and culturally diverse world. The program may also provide job opportunities and establish employment contacts for those students seeking immediate employment upon graduation.”

“II. Need: Technology, rapid communication and transportation, and a growing volume of world trade and travel are bringing once-distant cultures into close relationships with each other. National and regional economies are becoming increasingly inter-dependent. The United States, though a large nation-state, is increasingly dependent upon inter-relationships with the rest of the world. The economy of the United States and the prosperity of the American people are increasingly dependent upon international trade. Although the United States is a culturally diverse society, the traditional majority among the American people are a decreasing minority in the world. In order to understand and relate to these changing circumstances, American students need to overcome provincialism and be educated in the diverse cultures and languages around the world. In order to take advantage of job opportunities and careers which are related to world trade, American citizens need to have an awareness and an ability to function in a global environment.”

2. External Resources for the Program: Community Colleges for International Development (CCID) http://ccid.kirkwood.cc.ia.us is a consortium of community colleges, which are participating in an ongoing effort to provide, for community college students, opportunities for education and employment in the international arena. A list of the Institutions, which are members of the consortium is available on their web site. Two representatives of the Program Review Committee have attended the 2004 annual conference of the consortium. The American Association of Community Colleges (AACC) http://www.aacc.nche.edu and the Institute of International Education http://www.iie.org are two other consortia engaged in coordinating and encouraging international education.

3. Program Goals:

The Liberal Arts and Sciences International Studies Emphasis will enable students to meet the general education requirements needed for transfer to a 4-year college program with emphases in Business, the Humanities, or the Social Sciences. Cultural literacy, proficiency in a foreign language, an understanding of global geography, a knowledge of international institutions and their history, and an
understanding of global economic interdependence and international ecological problems, are essential goals. Foreign travel, exchange programs with foreign colleges, internships and/or research abroad, and attendance at international conferences are desirable goals.

4. How do the Program Goals promote the Mission of the Program:

Students who meet the general education requirements for transfer to a four-year institution will have fulfilled the first requirement of the Mission, that is, to begin a college curriculum emphasis, which may lead to further studies in Business, Liberal Arts, or the Social Sciences. The additional emphasis, as stated in the Program Goals, upon international studies, will establish the foundation for career development and/or employment that is likely to respond to trends and meet the needs created by an increasing globalization.

5. Program Objectives:

Students will be able to express an understanding of different cultures and different ethnic and national groups, and how they interact.

Students will speak and be able to read at a basic level in at least one foreign language.

Students will be able to explain geographical relationships and some of their effects upon international relations.

Students will be able to intelligently discuss the role and functions and something of the history of the major international institutions.

Students will be able to explain the interdependence of the global economy and its effects on business and labor.

Students will be able to describe the principal global environmental problems and discuss associated political and economic realities.

Students will be able to write reports and do research.

Chapter III. CURRICULUM

1. Introduction. As mentioned previously, this is the first program review for the Liberal Arts and Sciences: International Studies Emphasis A. A. degree. To date, no formal curriculum changes have been introduced or implemented since the inception of the 110 degree program in the 1990’s. However, the curriculum content has remained current as a result of program faculty selections of appropriate, contemporary instructional support materials. These include, but are not limited to, textbooks, audio and visual materials, computer technology hardware and software, and other classroom and learning laboratory resources.

2. Revisions to the overall curriculum. The recommendations for 110 curriculum changes can be found in Section VII: “Major Findings and Recommendations” in this report. In general, the curriculum changes under consideration were arrived at as a result of this review and discussions that occurred between committee members, colleagues, administrators, students and other interested parties.
The first, and perhaps foremost, overall curriculum concern noted by the program review committee was that some students would have to complete as many as 71.5 credits in order to meet graduation requirements. It was generally agreed that this requirement may act as a deterrent to both enrollment and completion rates. The second, and related concern, was the rigorous foreign language requirement that often required prerequisite coursework of three to six credit hours. A third concern was the proportion of social science requirement to the total curriculum. Other concerns included (1) the difficulty of running upper division emphasis electives because of low enrollments, and (2) a concern that overseas learning and working experiences for 110 majors had not materialized as originally planned.

3. Curriculum sequencing and general education requirements: The 110 curriculum was designed as a course of study built on learning experiences that became increasingly demanding as students progressed through their studies. Core general education courses are included in the first two semesters of the program. Students then have the opportunity to specialize in one of three areas of interest as they move into their second year of study.

4. The general education courses included in the International Studies Emphasis curriculum can be found in Appendix (1) of this report. The 110 program clearly prepares students to move to the junior year of collegiate study at any SUNY unit as well as most four-year public and/or private institutions.

5. The SCCC International Studies curriculum has been compared with one other unit of the State University of New York. Based on statistics obtained from Orange County Community College, their program has had slightly smaller enrollments than this program. See Section IV (3)

6. Advisory board: No advisory board has been created to help implement and expand the International Studies program. As a result of this review a recommendation has been made to create such an advisory body. (See Section VII: Major Findings and Recommendations)

7. Instructional and learning activities. The assortment of teaching and learning methodologies, as mentioned earlier, is wide and deep. The international studies major, by curriculum design, is exposed to a wide range of disciplines and, expectantly, teaching styles. Appendix (2) of this report displays how the international studies curriculum interfaces with the SUNY general education imbedded skills and competencies.

8. At present there are no program-level assessment measures in place. In order to create an effective program-level assessment strategy, the International Studies Emphasis program review committee is recommending the creation and administration of a student portfolio system to serve as the program-level assessment measure.

Student portfolio assessment. The format for the student portfolio will be determined in the fall 2005 semester by a college-wide committee to be convened. The committee membership will include at least three faculty members and one or more department level administrators. The members will be selected to represent the three campuses and the three major disciplines that comprise the International Studies Emphasis curriculum. Committee members, therefore, will be chosen from business, the humanities, and the social sciences. This committee will be charged with the task of specifying the logistical system for collecting the portfolio, and determining the desired content of the portfolio, as well as developing an appropriate assessment rubric. The rubric will be applied and assessed for reliability and validity as outlined below.
Validity and reliability. The validity and reliability measures will be evaluated with the assistance of the college-wide Office of Institutional Research and Assessment. To assure that program faculty agree that the portfolio parameters and rubric address program objectives and can be used to assess the International Studies Program, a content validity analysis will be done. To assure that the rubric is sufficiently defined to allow uniform application across raters, inter-rater reliability will be assessed. And to evaluate the degree to which results from the assessment as designed and implemented can be reasonably used to represent student learning in the program, concurrent validity of the measures will be assessed. The assessment measure/rubric will be adjusted until adequate levels of reliability and validity are attained.

Piloting the assessment plan. The elements of the student portfolio and corresponding rubric will be tested during the spring 2006 semester. Implementation of the assessment tool will begin with majors entering SCCC in the fall 2006 semester. During the fall 2006 term instructions for the collection and assembly of student portfolio artifacts will be distributed to students via the course outlines of all International Studies emphasis core courses. See appendix (3) for timeline.

9. While the development of the student portfolio assessment rubric will be the responsibility of a newly created committee (as described above), members of the International Studies emphasis program review committee are recommending that the format of the portfolio rubric replicate the SUNY General Education format currently used at SCCC. This format includes a four-point rating system of “fails to meet-“; “approaches-”, “meets-“, and “exceeds the standard.”

10. The purpose of this planned program assessment process is to improve teaching and learning at SCCC while enhancing the experience of students majoring in International Studies. To that end, the results of the student portfolio assessment process, as well as any findings related to general education course assessments of IS program courses, will be reported to the appropriate administrators for their review and action. It is anticipated that the findings of these assessment activities will be used to improve all International Studies emphasis classroom, course, and program level academic initiatives.

PROGRAM COURSES.

1. As mentioned earlier, this is the first program review for the international studies program. Since the inception of the program, however, the committee has identified the addition of new courses in Foreign Language: See Appendix (8). It was also found that no courses have been eliminated. It was determined that informal revisions at the course level were likely to have occurred. These changes, it was expected, were a result of individual faculty members attempting to maintain contemporary resources, content, and methodologies.

2. Prerequisites and co-requisites. The review committee found that there were no changes to the sequencing of the international studies curriculum. And, as a result of the current review there are no recommendations being put forward regarding course sequencing.
3. Program course syllabi. Because of the variety of departments and disciplines, campus and college-wide, the procedure for updating syllabi varies greatly. A review of a sample of course syllabi associated with the international studies core curriculum indicates that formal review takes place at five to seven year intervals.

4. Learning objectives. The learning objectives for the international studies core courses can be found on participating instructors’ course outlines. At SCCC it has been the practice to include the student learning objectives, written in measurable, behavioral terms, on these outlines. A sample of international studies course outlines can be found in Appendix (4) of this report.

A review of the course outlines indicates that the desired student learning objectives are appropriate for meeting the intended program learning goals. An example of how the program goals and individual course learning objectives are compatible can be found in Appendix (5) of this report. Moreover, a sample assessment tool is also included in this appendix to illustrate the relationship between program goals, course learning objectives, and course specific student learning assessment measures.

It is proposed that an Advisory Board be created that should periodically review assessment information for the purpose of recommending appropriate changes to the curriculum or to individual courses. All students in the program will be required to compile a portfolio which will be used as a basis for assessment. See Section III (8).

INSTRUCTIONAL METHODOLOGIES AND MODALITIES.

1,2. The faculty continue to pursue professional development and instructional quality improvement in the international studies program. One area that reflects this commitment is in the integration of computer-assisted and technology enhanced teaching and learning into the international studies courses. For example, the faculty of HS22, Modern World History, use a Computer and Projector in the classroom to display graphs and a variety of materials from the web. Students are also involved in asynchronous on-line discussions in this course. Some sections of HS11 and HS12, the History of Western Civilization are also offered in the asynchronous on-line modality through the SUNY Learning System. A list of the courses that are offered in a distance education format can be found in Appendix (6) of this report.

Distance education applicability The use of distance education modalities is generally accepted as an appropriate method to deliver international studies instruction. However, the language faculty representatives believe that, since language instruction is based on constant communicative methodologies, the distance education format is not suitable for elementary and intermediate level language courses. Spontaneity and liveliness inherent in communicative language courses risk being lost in the distance education format. However, one Foreign Language faculty member is currently preparing a “hybrid” distance education course. Hybrid courses have an on-line component and a traditional classroom component.

The committee was not aware of any assessment activity that directly evaluated the international studies majors’ experience with distance education coursework. However, the SUNY Learning Network, which offers several hundred on-line courses in the SUNY system, regularly conducts surveys among the distance education faculty.

TRANSFERABILITY /EMPLOYMENT

1, 2. There are no unified transfer programs for the International Studies Emphasis with 4-year colleges and universities. Nor are there any specific articulation agreements between this International Studies degree program and those of 4-year college and universities. At the course
level, however, there are many individual courses, particularly including those needed to meet General Education requirements, that are readily transferable to 4-year colleges and universities.

2. Since this is an A.A. Degree Program designed primarily to prepare students for transfer, the core courses and many of the specialty courses in the program have been chosen with their transferability in mind. Students completing this program will be well placed to transfer to a 4-year college or university even if they do not remain with an International Studies emphasis.

Chapter IV. Students

Non-Returning Student Survey (Survey can be viewed in Appendix (9):) A telephone survey was conducted during the spring 2005 semester. This survey targeted students who had matriculated under Curriculum Code 110 but left the program prior to obtaining a 110 Degree. Three of the 12 non-returning students were reached and interviewed. Of the remaining 9 graduates, the phone numbers for 3 were no longer valid. Because the total number of non-returning students is small and the number who completed the survey is even smaller, it is recommended that the following text be generalized with caution as individual experience may vary:

When asked for their reasons for not continuing in the International Studies program, 2 students said they couldn’t get the courses they wanted because of class cancellation due to limited enrollment. One student switched from the 110 program into the Business Administration Program, and does not plan on transferring to another school. The other went into the General Studies Program in order to graduate, and wants to continue in International Studies or go into Education after graduating from Suffolk County Community College. The third former student had dropped out of school.

Graduate Student Survey (Survey can be viewed in Appendix (9):) Students who graduated from SCCC with a 110 Degree were interviewed by telephone. Of the 6 graduates eligible, 2 were reached and completed the informal questionnaire. Of the remaining 4 graduates, the phone numbers for 3 were no longer valid. Because the total number of graduates is small and the number who completed the survey is even smaller, it is recommended that the following text be generalized with caution as individual experience may vary.

Both students came to Suffolk County Community College because they were unsure about their educational goals. They were looking for a foundation and trying to “figure out” their futures. One student matriculated into the 110 Program at initial enrollment, while the other started in another Business-related program and changed emphasis into the 110 Program.

The students felt that they achieved their goals at Suffolk County Community College. One student transferred to Stony Brook in Political Science. The other student transferred to Dowling College, where she majored in Elementary Education/Special Education, with a minor in Anthropology.

Neither student sought employment immediately after graduating from Suffolk County Community College, but chose to further their education. Importantly, one student felt prepared to enter the workforce, while the other stated that Suffolk County Community College had provided career focus.
Both students were disappointed when some Business courses were cancelled as a result of limited enrollment. One student felt that Suffolk County Community College was "a little like high school" with work that was not challenging and suggested that professors should be more "involved" with their students. The other student reported a great experience at Suffolk County Community College and would recommend the school to others. This student felt the school provided an intimate atmosphere: he knew many more students and professors, which was not true of his SUNY, Stony Brook experience.

**Students Presently enrolled:** The students who are presently enrolled in the program are also being surveyed by telephone. Further conclusions await replies from more of these students.

Please see the attached surveys. Appendix (9)

2. A complete set of demographic data on program enrollment from the program’s inception in 2000 through the Spring of 2003 is provided in Appendix (10). Unless otherwise noted, what follows is a summary of that data. Program enrollment has increased since 2000 from 17 fulltime students to 23 in 2003; and the number of part time students has doubled during the same period, from 4 to 8. Enrollment by gender has changed dramatically. In 2000, over 70% of program students were female; by 2003, the program was almost 50% male and 50% female. Most of the students in this major are of traditional age with over 77% between 18 and 22 years of age. In ethnic makeup, an average of 67.2% of the students were White, non Hispanic. Although in 2000 approximately 38% of the students were Hispanic, this group has declined to only 9.7% in 2003. Asian and Pacific Islander, Black (non Hispanic) and non resident alien students make, on average, about 6% each of the students enrolled in the program. This is not reflective of the traced ethnicity of the students across the college population or within the county.

I. Preparedness of Students: See Appendix (10). Students in this program are basically prepared for college studies. The statistics show that the level of preparation and preparedness has not changed over the years surveyed.

II. Peer Programs at other New York Community Colleges show some similarities but also great differences from Suffolk’s program.

a. LaGuardia Community College: This program has an extremely large international student population (there are more foreign students than native students at LaGuardia). The circumstances of their International Studies program are so different from that of Suffolk Community College, that a comparison is not relevant.

b. The program at Orange County Community College has had the benefit of a large monetary gift and Library resources attracting students. However, Orange CC indicates that its IS program enrollment is "trending downward;" that in Fall 2004 they had 18 students (17 F/T, 1 P/T) and in Fall 2004 they had 10 students (9 F/T, 1 P/T). Among the 10 students enrolled in F’04, 9 were female, 8 were White (the other 2 Hispanic), and all were of traditional age (5 students 19 and below, 5 students 20-22). As Orange doesn't placement test its students, we cannot report on their academic preparedness for college-level work.
c. The IS program at Erie, very active for about 6 years during the 90s (plus start-up and decline) was discontinued in 2004, due to a substantial decline in interest and enrollment, as well as change of the overall direction of the college under a new president. International connections were more expensive to maintain from Western NY. And this was not a program that supported the local economy, which was a primary focus of the new president. Both represent problems that are less likely to affect us. The program had not accepted new applicants in 4 years by that time.

3. Graduation Statistics: Although the number of graduates at Suffolk Community College is small, (6 students), there is a slow and steady increase in the number of students enrolled in the Program. The expansion of the global economy would indicate that the number should increase in the coming years.
   a. LaGuardia Community College: see above.
   b. The program at Orange County Community College has had about 15 to 20 majors over the past seven years and has graduated six to eight of them.
   c. Erie Community College: see above.

4. Transfer Students: None of the 6 students who graduated with degrees in IS appear in the National Student Loan Clearing House data. Among all students who began the program only one shows up in the NSLCH, indicating that he has since enrolled in both SUNY Plattsburg and Stony Brook.

5. The Admissions Office at Selden reports that they list all the transfer opportunities in the catalog in general terms. These include articulations and joint admission programs. For Unified Programs, the Web page is about to go up to inform students of the International Studies Program option. These are all listed specifically in last year's college catalog. In addition, every admissions office and counseling center has a ring binder with copies of the agreements and all the details. They also list all joint admissions schools on the application for admission. “Transfer Opportunities” is a page that connects from “Academics” on the Homepage.

6. Current Demand is illustrated below in information from the Joint Economic Committee of the United States Congress. The area of International Trade appears to be a growing market and the job rate in the field continues to increase.

   **JOB IN-SOURCING:** US jobs created and supported by International Trade and Investment

   **SOURCE:** The Joint Economic Committee, United States Congress, October 2004

   From 1988 to 2003, foreign companies increased FDI by 32%

   Between 1988 and 2002 the majority of US owned subsidiaries of foreign companies created 2.3 million US jobs.
In 2002, these subsidiaries employed a total of 5.4 million US workers which equals all employment in the US.

Job in-sourcing, as a result of US exports of service, grew by an average of 10.3% a year from $27 billion in 1988 to $120 billion. In 2003, these exports supported 1.4 million US jobs which equals 1% of all US employment.

The number of US jobs attributable to in-sourcing has increased from 1988 to 2002. The number of jobs at majority owned US subsidiaries of foreign companies grew by an average of 5.2% while the number of jobs attributable to US export of services expanded by 58% a year. Both these growth rates were significantly faster than the average of 1.5% per year for the entire US economy.

In 2002, the average compensation at majority owned US subsidiaries of foreign companies was $56,663, 30% higher than the average for all US workers.

In 2002, the average annual compensation for jobs attributable to US exports or services was $56,078, or 8% higher than the US average.

7. At present there are no specific target goals for increasing the number of students. This will depend on the increase in transfer arrangements to four year programs which need to be solidified. No marketing strategies specifically linked to this program have been tried.

8. Students are advised of the International Studies Program option through the Counseling Office, at Admissions, and through contact with Instructors in the area.

V. RESOURCES

1. As indicated below, the college library provides a comprehensive array of resources for students in the program, including instruction in library usage, and innumerable books and periodicals, databases, media software, and computers which are relevant and useful to the program.

   - The library’s instruction program provides an array of opportunities for students to build information literacy and critical thinking skills. To reach as many students as possible, a required library component of OS 15/20 seminars introduces students to basic resources and services. Subject-specific library instruction sessions are also offered. These sessions delve deeper into specialized resources, including periodical databases; advanced search strategies; critical evaluation of information; and documentation styles. While these sessions may reach students in the program, it is recommended that students in the program enroll in the credit-bearing courses the library offers, LR11 and LR 15.
• The library regularly offers two credit-bearing courses, LR11: Research Essentials and the Internet (1.5 credits) and LR15: Library Research Methods (3 credits, online). As these courses provide more in-depth and advanced instruction in developing research skills, they are highly recommended for students planning to pursue baccalaureate and graduate degrees; both courses also waive the OS15/20 requirement.

2. There were a total of 337 subject-specific classes taught by librarians in the Fall, 2003, and Spring 2004 semesters. Eight of these were classes related to the international studies program as part of the Business Option and Humanities Options electives. The classes were HM46 (Sexism in the Humanities, 6 sections); SP66 (Survey of Modern Latin American Literature, 1 section); and BD57 (Marketing, 1 session).

• After reviewing course syllabi in the different area options, it is recommended that faculty teaching courses in the program consider scheduling library instruction sessions and workshops designed specifically around class projects and assignments. Although certain syllabi include identifying and researching appropriate resources as part of the course objectives and/or research papers and presentations, the above numbers show that few of these area classes incorporate a formal library instruction component. Subject-specific library instruction would orient and instruct students in the most relevant resources, e.g., current periodical databases (see Library Data Attachments 2, 3, and 4 in Appendix (13), while encouraging further development of information literacy skills. While the statistics for database sessions points to high usage (see Online Resources), student searching may not be as effective and efficient as it could be with appropriate instruction in research strategies and methods. To discuss this further, faculty can contact the coordinator of the library’s instruction program (Lisa Meléndez, 451-4171) and/or the liaisons for the area options. The liaisons are listed under Subject Resources on the library’s homepage.

The library is easily accessible on campus to all students. Library collections are also listed and available to all students and faculty via the computer and the internet. The library has a web page which gives access to all pertinent information required by students and faculty. Most of the courses offered in the program require library use by the students. For example, there is an extensive bibliography coupled with research and reading assignments in HS22, Modern World History, and some HS11 and HS12 Western Civilization courses. See the following web site: http://www2.sunysuffolk.edu/westn
For a complete list of library resources see Appendix (13)

3. Each of the three campuses of Suffolk County Community College has its own library. Media Resource areas are located at each campus library and give visitors access to a variety of equipment, during regular library hours. Available equipment includes: VHS players/monitors; DVD players/monitors; videotape player/monitors; slide projectors; cassette players; CD/cassette players; typewriters, and PCs with internet access and CD listening capability. The equipment is generally in good working order, and we have received a recent order of new equipment to replace some older models and broken equipment. This also increases the number of DVD and CD players (now in greater demand) available to Media Center users. Classroom Media Services departments on each campus provide equipment delivery and other services. Equipment delivered by staff include: VHS players, DVD players, Smart Carts and other items.
See Appendix (11) for a list of media titles that support the program.

3. Academic computing labs are located in the library and are readily accessible to all students and faculty. Students use the computing labs to do research on the internet, and to write reports assigned as course work in the program. There are 124 computers with internet connections in the main lab on the Ammerman Campus.

See Appendix (12) for a table of Computer usage.

There are also banks of computers in the writing lab. Comparable numbers of computers are available on the Grant Campus and smaller numbers on the Eastern Campus.

4. Instructional space is provided in classroom buildings on all 3 campuses. The number of classrooms is adequate, but computer and video display facilities are limited. There is an ongoing program to provide more “smart” classrooms, equipped with computers and projectors. The physical resources required for this program are integral with the needs of the college community in general since the facilities required are the same. Given the growing importance of the internet, and particularly because of its global reach, access to the internet has a high priority for an international studies program.

VI- Staffing

1. The following list includes full time and adjunct instructors who are currently teaching courses that are required in the International Studies program. It does not include general courses, e.g., HS 11, AN 11, etc., or foreign language courses that are a part of the general college curriculum and taught by many instructors.

**Business Option (BD 57, BD 80, BA 63, BA 64)**

Steven Saltzman  
Dorothy Laffin  
Klaus Hoffman- adjunct  
Michael Mooney- adjunct

**Humanities Option (EG 60, PL 18)**

Sandra Emmachild (PL 18)  
Barbara Coley (EG 60)
Maria Kranidis- adjunct

Social Sciences (HS 22, PO 40, EK 51, HS 11)

Norman West (HS 22)
Jeff Sackett- adjunct (HS 22)
John Agria- adjunct (PO 40)
Chris Gennari- adjunct (HS 22)
Edward Garrone- adjunct (HS 22)
William Schaefer- adjunct (PO 40)
Robert Anzalone- adjunct (PO 40)
James Robinson- adjunct (PO 40)

John Hamilton- EK 51

Barbara Ripel- HS 51

Gary Goodwin- GY 15, GY 16, GY 17
Jane Hayes- GY 15, GY 16, GY 17
Al Cofone- GY 16
William Shumaker- GY 15, GY 16, GY 17

Foreign Language

Since the inception of the program in 1998, full time Foreign Language faculty at the college have increased from three to eight. This has improved the capability to meet foreign language teaching requirements, which are crucial to any expectation of expansion of the program.

2. The ratio of full time to adjunct faculty is about equal (11 to 10), although most of the specialized courses are taught by full time faculty. If the program grows, it is anticipated that additional faculty who are trained in non-Western studies will be needed to keep abreast of demand. Currently, no additional staff is needed.

3. Professional growth among faculty teaching in the program has been ongoing. For example:

- Steven Saltzman (Business) has participated in advanced workshops that deal with international studies. He also teaches international courses at SUNY Stony Brook, both undergraduate and graduate, which have included business and government officials from China and South Korea.
• Sandra Emmachild (Humanities) attended conference on Women’s Native American and African Art and Women’s Images in Classical Art and Archaeology, and sponsored guest lecturers in her classes on Hinduism, Islam, Buddhism, and Native Americans

• Barbara Coley (English) traveled to Nigeria on her sabbatical (as support for her class on Contemporary Global Literature-EG 60), which includes “contemporary literature from East Asia, South Asia, Latin America, the Caribbean, and Sub-Saharan Africa.” She is constantly evaluating and assigning new readings in non-Western literature.

• Dorothy Laffin (Business Administration) teaches international business courses and supervises independent studies for related courses with international focus. She attended a workshop at Mercer Community College entitled “The International Business Practice Firm” as well as conferences at Michigan State University and the University of Memphis. Professor Laffin also belongs to the North American Small Business Association and the North American Small Business International Trade Educators association

• Lauri Kahn (Foreign Language) and Norman West (History) attended the conference on International Studies sponsored by CCID (Community Colleges for International Development), held in San Diego in February, 2005.

Note: The college provides support for professional growth primarily through financial remuneration for periodic conference attendance (contractual), sabbaticals, special grants, and other programs made available when the monies and opportunities are accessible through the administrative offices.

VII: MAJOR FINDINGS AND RECOMMENDATIONS

I. The Program Mission Statement has been revised.

II. Program Goals and Objectives have been revised. Student Learning Objectives have been re-written so as to be behaviorally specific and measurable.

III. Curriculum: 1. As a reflection of the increased faculty in the Foreign Language Department, several new courses in foreign language have been introduced. See Section IIIB: PROGRAM COURSES. College-wide enrollment in foreign languages has also increased substantially since 1998, particularly in Spanish and Italian, and new courses in Chinese and Latin have been added. See Appendix (8).

2. The existing program requires that the students complete a minimum of 65.5 credits. This is higher than average for a two-year degree and may act as a deterrent to both enrollment and completion rates. In order to achieve a more reasonable course requirement, the following changes are recommended:
Each option be reduced to 9 credits instead of 12.
BA 64: International Financial Management be eliminated.
Humanities Electives Option be reduced to 1 instead of 2.
EK 51: International Economics be eliminated.

These changes will reduce the requirements to a minimum of 62.2 credits.

In addition, it is recommended that, for students in the Business Option, BA 11: Introduction to Business replace the Option Elective in the second semester. BA 11 provides a more fundamental foundation for future study than does BA 64.

3. All students in the program are required to take a foreign language each semester, and all students must complete a foreign language to at least intermediate level II. At present, advance placement students in Foreign Language, who achieve intermediate level II before the third or fourth semester, have the option of continuing in the foreign language they have been studying or beginning a new foreign language. It is recommended that this option be removed and that advanced placement students be required to continue to more advanced levels in the foreign language they have been studying.

IV. Students: Student enrollment is small in numbers, approximately 25 at this time, considering that Suffolk Community College has a total enrollment, full and part time, of about 22,000 students. This should not be taken as an indication that the program should be discontinued. On the contrary, the need for an internationally-based education is more important than ever, and will continue to increase. Statistics cited in the Student Section (item 6) of this report are one piece of evidence for the increasing importance of international activities, education and employment. If Suffolk Community College is to adequately meet its educational goals and mission, it must provide the leadership and the resources, both in personnel and in funding, to expand opportunities for students in international activities. The recommendations made in this report are a beginning.

Ways and means must be found to better advertise the program to the people of Suffolk County. About 2/3rds of the students in the program learned of the Program from the College Catalog only after they had begun their studies at the college. There should be better coordination with the Counseling Department to raise the level of awareness of the Program.

More than 80% of the students in the program, who were surveyed, expressed interest in participating in a work/study program abroad. This emphasizes the need to develop such programs and to provide funding for them through grants or other means.

V. Resources: The resources that the college makes available to the college community for all of its programs include current book material (circulating and reference); periodical databases that provide full-text and graphic access; and media material and equipment. These resources are fully adequate to meet the needs of students and faculty in the program.
There is a college-wide program to continually update computer facilities at the college. Acceleration of the program for installing smart classrooms, particularly in the Foreign Language area, is recommended.

Students in the program should be urged to enroll in the credit-bearing courses the library offers, LR11 and LR 15 which provide in-depth and advanced instruction in developing research skills, particularly if planning to pursue BA, MA, etc. Faculty teaching courses in the program are urged to arrange for library research instruction sessions with a librarian, designed specifically around class projects and assignments.

VI. **Staffing:** The full time faculty of the Language Department has increased, since the program’s inception, from 3 to 8. This corrects a serious inadequacy which had handicapped the program. Otherwise, given the small number of students involved, faculty staffing has been adequate. This may change, if the program expands as it should to meet the need.

The Program has no Coordinator. A coordinator is needed to oversee all aspects of the Program, establish and maintain extensive contacts, both on and off campus, attend conferences, establish and maintain liaison with international consortia and other community colleges, supervise travel and exchange programs, and explore possibilities for obtaining grants. Faculty teaching a full load do not have the time required to fulfill this function. It is recommended that a position of Coordinator for International Programs be created that is appropriately compensated for, both in time and funding.

VII. **Other Findings and Recommendations:**

Funding for foreign travel by students, faculty, and administrators is inadequate. An effective international studies program requires extensive travel, both in the United States and abroad, in order for faculty and administrators to attend conferences and make contacts with foreign educational leaders, and reduce the cost of travel for students to an affordable range. Application for grants, where available, should be made in order to at least partially correct this serious deficiency.

At present there is no Advisory Board for the Program. One should be created to help the college identify timely learning resources, develop a wider base of community support, enhance marketing efforts, coordinate faculty and student travel abroad, and aid in the identification of potential overseas work and learning opportunities.

The members of the Advisory Board should become conversant with CCID (Community Colleges for International Development) in order to take full advantage of their services.

The members of the Advisory Board should also become familiar with the services that are available through AACC, (American Association of Community Colleges), and IIE (Institute of International Education).

The Advisory Board should investigate the opportunities for coordinating international education programs with other colleges in the SUNY system.

The Advisory Board should consider recommending the establishment of a SUNY-wide international studies office to establish common goals and coordinate the activities of SUNY colleges in international studies.
The Advisory Board should establish contacts with community groups for the purpose of developing and enhancing opportunities for international education. The Advisory Board should establish relationships with foreign educational institutions, and initiate proposals for articulation agreements, in order to develop student and faculty exchange programs. The Advisory Board should explore every opportunity to obtain grants to help in the funding of educational travel and exchange.

The membership of the Advisory Board should consist of two faculty members from each of the Department Options in the program, two members from the college administration, at least one of which is a higher level Dean, and two members from outside the college, whose positions help to establish coordination and cooperation with the broader community.

The college should become an affiliate member of CCID. Membership by SCCC will provide the college with the information, coordination, and support provided by CCID. It will enable the college to more fully participate in and contribute to the ongoing activities of CCID. Membership with AACC should also be considered by the Advisory Board.

VIII: Timeline

Summer, 2005: Introduce a budget request to the Board of Trustees for funding for a position of Coordinator of International Studies to be included in the Budget request for the next academic year. Include a budget request for affiliate membership in CCID ($750 per academic year.)

Fall, 2005:
1. Introduce the package of curriculum changes to the Academic Governance bodies of the college for their consideration and approval in the 2005,2006 Academic Year.
2. Create an Advisory Board and appoint members in sufficient time to have the first meeting of the Board before the end of the Fall semester.

For purposes of program assessment, follow the timeline specified in Section III (8) and (9).

Implementation of a timeline for achieving the remaining recommendations will be determined by the Advisory Board.
APPENDIX OUTLINE:

Appendix (1): General Education Course Requirements

Appendix (2): Interface between General Education course and International Studies Courses

Appendix (3): Timeline for establishment of Portfolio assessment

Appendix (4): Sample of Course Outlines of courses in the International Studies Program.

Appendix (5): Example of compatibility between Program Objectives and the Learning Objectives of a sample course outline

Appendix (6): List of courses taught in the Distance Education format.


Appendix (8): New language courses, and Revisions

Appendix (9): Student surveys

Appendix (10): Student enrollment statistics

Appendix (11): List of media titles available in the College Library relevant to International Studies

Appendix (12): Computer usage in Ammerman computer lab.

Appendix (13): Library support in books, periodicals, and data bases
### Appendix (1): General Education Course Requirements

(attachment)

### Appendix (2): Interface between General Education courses and International Studies Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>General Education</th>
<th>International Studies</th>
</tr>
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<tbody>
<tr>
<td>The Arts</td>
<td>various</td>
<td>One Arts course</td>
<td>One Humanities option elective</td>
</tr>
<tr>
<td>Lab Science</td>
<td>various</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>MA61 and above</td>
<td>various</td>
<td>Required</td>
<td>MA23 required</td>
</tr>
<tr>
<td>AN11</td>
<td>Cultural Anthropology</td>
<td>Any AN course</td>
<td>Required</td>
</tr>
<tr>
<td>EG11</td>
<td>English Composition</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>EK22</td>
<td>Microeconomics</td>
<td>Any EK course</td>
<td>Required</td>
</tr>
<tr>
<td>GY15</td>
<td>World Regional Geography</td>
<td>Any GY course</td>
<td>Required</td>
</tr>
<tr>
<td>HS11,12</td>
<td>Western Civilization</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>HS22</td>
<td>Modern World History</td>
<td>Any HS course</td>
<td>Required in Social Science option.</td>
</tr>
<tr>
<td>HS33, 34</td>
<td>American History</td>
<td>Required</td>
<td>Not required</td>
</tr>
<tr>
<td>HS51</td>
<td>Major World Cultures</td>
<td>One non-western course</td>
<td>Required</td>
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</table>
Appendix (3): Timeline for establishment of Portfolio assessment

<table>
<thead>
<tr>
<th>Period</th>
<th>Work</th>
<th>Semester</th>
<th>Assessment Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>July-August 2005</td>
<td>Summer</td>
<td></td>
<td>Review course outlines and secure suggestions from faculty for portfolio components</td>
</tr>
<tr>
<td>Sept.- November</td>
<td>Fall</td>
<td></td>
<td>Faculty Committee reviews suggestions, develops potential portfolio projects and drafts a portfolio evaluation rubric</td>
</tr>
<tr>
<td>December 2005</td>
<td>Fall</td>
<td></td>
<td>Final draft of portfolio components created including a grading rubric.</td>
</tr>
<tr>
<td>January-April 2006</td>
<td>Spring</td>
<td></td>
<td>Test pilot portfolio project in selected courses</td>
</tr>
<tr>
<td>May 2006</td>
<td>Spring</td>
<td></td>
<td>Faculty Committee reviews portfolios and assessments to determine inter-rater validity and reliability.</td>
</tr>
<tr>
<td>July-August 2006</td>
<td>Summer</td>
<td></td>
<td>Implementation of any changes, corrections, and/or assessment activities based on pilot experience and committee input.</td>
</tr>
</tbody>
</table>

Appendix (4): Sample of Course Outlines of courses in the International Studies Program.
(attachment)

Appendix (5): Example of compatibility between Program Objectives and the Learning Objectives of a sample course outline
(attachment)

Appendix (6): List of courses taught in the Distance Education format.

AN11: Cultural Anthropology
BA11: Introduction to Business
BA62: Fundamentals of International Business
BD57: Marketing
CS11: Introduction to Human Communication
EG11: Standard Freshman Composition
EG13: Introduction to Literature
GY15: World Regional Geography
HS11: Western Civilization I
HS12: Western Civilization II
MA23: Statistics I
OS15: Freshman Seminar

(Attach table)

Appendix (8): New language courses, and Revisions:

SP55: Spanish for Spanish Speakers, which meets the special linguistic needs of native speakers of Spanish who would benefit from formal language instruction.

SP66: Survey of contemporary Latin American Literature, a study of representative works of 20th and 21st century Latin American literature.

SP63: Advanced Spanish Grammar and Composition, an advanced language course developing higher levels of writing proficiency.

IT13: Intensive Elementary Italian
SP13: Intensive Elementary Spanish
These are accelerated six credit courses covering the elementary sequences I and II in one semester.

FL41: Special Topics/Elementary Latin I
FL42: Special Topics/Elementary Latin II
FL42: Special Topics/Elementary Chinese I
FL43: Special Topics/Elementary Chinese II

In addition, fourth semester courses have been revised in order that students can complete the language structural system in three semesters, as is the case in most colleges and universities. These fourth semester courses, dealing with literary readings, serve as “bridge” courses to the more advanced course offerings, especially in Italian and Spanish.
IT 61: Italian Culture and Civilization and IT62: Survey of Contemporary Italian Literature have been reintroduced and updated, as they are being offered for the first time in fifteen years.

Appendix (9): Student Surveys

CURRENT STUDENT SURVEY (Please refer to Page _ to view the questionnaire): Students matriculated under Curriculum Code 101 who have not yet graduated from the program were interviewed by telephone.

A survey was conducted over a two-week period of students who are currently matriculated under Curriculum Code 101. Eleven of the 28 students responded; two refused.

Fifty-five percent (55%) of the respondents were part time and 45% were full time. Only 36% of those enrolled in the 101 Program were aware of the Program prior to enrolling, which suggests the need for more Program promotion inside and outside the college. About 65% learned about the Program through the college catalog.

Of those who responded, 73% stated their intent to graduate with the Associates Degree in International Studies and transfer to a four-year college, with no specific major field of study standing out.

Eight-two percent (82%) of the respondents would be interested in a work/study program abroad. This would indicate that a College and/or Program Coordinator should develop connections overseas to accommodate Suffolk County Community College students.

Fifty-four percent (54%) indicated satisfaction with the Program; 45% were dissatisfied. Sixty-three percent (63%) were either ambivalent or dissatisfied with course offerings; while 36% were satisfied or very satisfied with the on-line course offerings. Fifty-four percent (54%) were satisfied to very satisfied with the library support, 63% were satisfied to very satisfied with academic advisement, 72% were satisfied with computer availability on campus, and 36% were satisfied to very satisfied with the Language Labs.

Statistical Report of Student survey:
1. What is your current status at SCCC?
   Part time 6 (55%)
<table>
<thead>
<tr>
<th>Full time</th>
<th>5 (45%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>11 (100%)</td>
</tr>
</tbody>
</table>

2. Prior to enrolling at SCCC, were you aware of the International Studies Program?
   - Yes 4 (36%)
   - No 7 (64%)
   - Total 11 (100%)

3. How did you find out about this program? (Mark all that apply)
   - Academic advisor 2 (14%)
   - High school counselor 1 (7%)
   - SCCC catalog/on-line catalog 9 (65%)
   - SCCC counselor in Counseling Center 1 (7%)
   - Other (Dean of Liberal Arts program 1 (7%)
   - Total 14 (100%)

4. Which of the following best describes your educational plan?
   - Graduate with the International Studies A.S. degree and then transfer to a 4-year school 8 (73%)
   - Graduate with the International Studies A.S. degree and then pursue employment 1 (9%)
   - Transfer to a 4-year institution prior to Graduation 2 (18%)
   - Total 11 (100%)

5. If you plan to transfer to a 4-year college/university, what do you intend to select as a major field of study?
   - Education 1 (10%)
   - Finance and/or Banking 1 (10%)
   - International Business 1 (10%)
   - International Studies 1 (10%)
   - Marketing 1 (10%)
   - International Studies or International Relations 1 (10%)
   - Undecided 4 (40%)
   - Total 10 (100%)
6. **If you have already decided on a transfer institution, please indicate it in the space below:**

   A SUNY college or university (specify: ______________) 1 (50%) (Stonybrook)

   Other in-state college or University (specify:________) 1 (50%) (Dowling)

   Total 2 (100%)

   Under comments, one student requested guidance about what in-state college or university offers a major in International Studies; he said SUNY-Stonybrook only offers a minor. He is pursuing a marketing/anthropology/business sequence.

7. **If the opportunity were available, would you be interested in participating in a work or study program in a foreign country?**

   Yes 9 (82%)

   No 1 (9%)

   Not sure 1 (9%)

   Total 11 (100%)

8. **Indicate your level of satisfaction with course offerings within the program.**

   Very satisfied 2 (18%)

   Satisfied 4 (36%)

   Somewhat satisfied and somewhat dissatisfied 5 (45%)

   Total 11 (99%)

9. **Indicate your level of satisfaction with the scheduling of program offerings.**

   Very satisfied 2 (18%)

   Satisfied 2 (18%)

   Somewhat satisfied and somewhat dissatisfied 3 (27%)

   Dissatisfied 4 (36%)

   Total 11 (99%)

10. **Indicate your level of satisfaction with on-line program offerings within the program.**

    Very satisfied 2 (18%)

    Satisfied 2 (18%)

    Somewhat satisfied
11. Indicate your level of satisfaction with library resources supporting the program.

- Very satisfied: 2 (18%)
- Satisfied: 4 (36%)
- Somewhat satisfied and somewhat dissatisfied: 2 (18%)
- Did not use/no opinion/not applicable: 5 (45%)
- Total: 11 (99%)

12. Indicate your level of satisfaction with quality of advisement within the program.

- Very satisfied: 2 (18%)
- Satisfied: 5 (45%)
- Somewhat satisfied and somewhat dissatisfied: 2 (18%)
- Did not use/no opinion/not applicable: 2 (18%)
- Total: 11 (99%)

13. Indicate your level of satisfaction with availability of computers (in libraries and learning centers) when you need them.

- Very satisfied: 3 (27%)
- Satisfied: 5 (45%)
- Somewhat satisfied and somewhat dissatisfied: 1 (9%)
- Did not use/no opinion/not applicable: 4 (36%)
- Total: 11 (99%)
14. **Indicate your level of satisfaction with language labs.**

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
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<tr>
<td>Very satisfied</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>Somewhat satisfied and somewhat dissatisfied</td>
<td>3</td>
<td>27%</td>
</tr>
<tr>
<td>Did not use/no opinion/not applicable</td>
<td>4</td>
<td>36%</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>99%</td>
</tr>
</tbody>
</table>

**Additional Comments**

One student would like to see more online courses and also said language lab lessons need to be more detailed. “I love the courses. International Business is very interesting, and I wish there were more of them.”

One student likes a hands-on experience and would like more work or study abroad programs.

One student said there should be better advisement. Said no to Costa Rica.

One student said many of the courses needed are not offered at the Grant Campus.

One student would like more honors course in International Studies.

One student would like more language class offerings.
Appendix (10): Student enrollment statistics
**Fall Enrollment by Status and Year**

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<th></th>
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<th>Part-Time</th>
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<td>Row %</td>
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<td>2000</td>
<td>17</td>
<td>81.0%</td>
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<td>2001</td>
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<td>83.3%</td>
<td>6</td>
<td>16.7%</td>
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<tr>
<td>2002</td>
<td>35</td>
<td>76.1%</td>
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<tr>
<td>2003</td>
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<td>74.2%</td>
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<td>25.8%</td>
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<td>29</td>
<td>21.6%</td>
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**Fall Enrollment by Gender and Year**

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<td>28.6%</td>
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<td>2001</td>
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<td>20</td>
<td>43.5%</td>
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<td>56.5%</td>
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<td>2003</td>
<td>16</td>
<td>51.6%</td>
<td>15</td>
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<td>40.3%</td>
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**Fall Enrollment by Age Category and Year**

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<tr>
<th></th>
<th>19 &amp; Below</th>
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<th>31 &amp; Above</th>
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<tr>
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<td>34.3%</td>
<td>17</td>
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<td>9.7%</td>
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**Fall Enrollment by Ethnic Group and Year**

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<tr>
<th></th>
<th>White non-Hispanic</th>
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<th>Black non-Hispanic</th>
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<th>Hispanic</th>
<th></th>
<th>Asian or Pacific Islander</th>
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<th>Non-resident Alien</th>
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<tr>
<td>2000</td>
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<td>.0%</td>
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<td>77.8%</td>
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<tr>
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Graduation and Persistence by Year of Entry
First-Time Full-Time Fall Entrants
As of Spring 2003

<table>
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<th>YEARS TO GRADUATE</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
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<td>.0%</td>
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<td>44.4%</td>
<td>91.7%</td>
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<tr>
<td>Row %</td>
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<td>41.2%</td>
<td>55.6%</td>
<td>8.3%</td>
<td>42.2%</td>
</tr>
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</table>

Summary Statistics for Years to Graduate from Program

<table>
<thead>
<tr>
<th>YEARS TO GRADUATE</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Count</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Col %</td>
<td>50.0%</td>
<td>50.0%</td>
<td>100.0%</td>
<td></td>
<td></td>
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</table>

Descriptive Statistics

<table>
<thead>
<tr>
<th>YEARS TO GRADUATE</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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</thead>
<tbody>
<tr>
<td>Valid N (listwise)</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2.50</td>
<td>.577</td>
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## Fall Enrollment in Developmental Math

<table>
<thead>
<tr>
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<th>Col %</th>
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</thead>
<tbody>
<tr>
<td>Developmental Math</td>
<td>13</td>
<td>9.7%</td>
</tr>
<tr>
<td>Non-Developmental Math</td>
<td>121</td>
<td>90.3%</td>
</tr>
<tr>
<td>Table Total</td>
<td>134</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## Fall Enrollment in Developmental Reading

<table>
<thead>
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<th>Col %</th>
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</thead>
<tbody>
<tr>
<td>Developmental Reading</td>
<td>14</td>
<td>10.4%</td>
</tr>
<tr>
<td>Non-Developmental Reading</td>
<td>120</td>
<td>89.6%</td>
</tr>
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<td>Table Total</td>
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## Fall Enrollment in Developmental English

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<tr>
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### Descriptive Statistics

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<th>Std. Deviation</th>
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<tr>
<td>AGE</td>
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<td>18</td>
<td>49</td>
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<td>5.826</td>
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<tr>
<td>SAT VERBAL</td>
<td>43</td>
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<td>660</td>
<td>476.28</td>
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<tr>
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<td>43</td>
<td>230</td>
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<tr>
<td>CPT READING</td>
<td>94</td>
<td>28</td>
<td>115</td>
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<td>CPT SENTENCE</td>
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<td>29</td>
<td>119</td>
<td>81.01</td>
<td>21.436</td>
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<tr>
<td>CPT MATH</td>
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<td>23</td>
<td>119</td>
<td>60.12</td>
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<tr>
<td>CPT ALGEBRA</td>
<td>104</td>
<td>24</td>
<td>120</td>
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<tr>
<td>HIGH SCHOOL AVERAGE</td>
<td>106</td>
<td>70</td>
<td>98</td>
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<tr>
<td>GPA</td>
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<tr>
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<td>2</td>
<td>3</td>
<td>2.50</td>
<td>.577</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
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### Age, SAT, Years to Graduate Summary Statistics by Year

<table>
<thead>
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<th>Year</th>
<th>AGE</th>
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<th>SAT MATH</th>
<th>YEARS TO GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Mean</td>
<td>Std</td>
<td>N</td>
</tr>
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<td>2000</td>
<td>21</td>
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<td>6.89</td>
<td>13</td>
</tr>
<tr>
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<td>3.95</td>
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<tr>
<td>2003</td>
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<td>6.04</td>
<td>13</td>
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### CPT Summary Statistics by Year

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<th>CPT SENTENCE</th>
<th>CPT MATH</th>
<th>CPT ALGEBRA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>Std</td>
<td>N</td>
</tr>
<tr>
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<td>2001</td>
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<td>2002</td>
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</tr>
<tr>
<td>2003</td>
<td>24</td>
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<td>21.93</td>
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### High School and College Average Summary Statistics by Year

<table>
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<th>GPA</th>
</tr>
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<tbody>
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<tr>
<td>2001</td>
<td>29</td>
<td>81.14</td>
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<td>2002</td>
<td>36</td>
<td>81.28</td>
</tr>
<tr>
<td>2003</td>
<td>27</td>
<td>81.70</td>
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</table>
Appendix (11): List of media titles available in the College Library relevant to International Studies

Media Titles

Bias Awareness in a Multicultural World [videorecording] 1991
2 videocassettes (25 min.)
Ammerman Library Media VH00773
Grant Library Media VH00773
East Library Media VH00773

Cold water [videorecording]: intercultural adjustment and values conflict of foreign students & scholars at an American university. 1988
1 videocassette (48 min.) + guide
Grant Library VH 001349

1 Videocassette (30 min.) + user's guide
Ammerman Library VH000747
Grant Library Media VH000747
East Library Media VH000747

Creating a multicultural approach and environment [videorecording] /1996
1 videocassette (30 min.)
Grant Library Media VH001796

1 videocassette (58 min.)
VH 0000663
1 videocassette (28 min.)  
VH000892

4 videocassettes (57 min.).  
VH001616 + guide

Culture shock: America Different [videorecording] 2000  
1 videocassette (12 min.)  
VH002009

3 videocassettes (90 min.)  
VH000508 v.2

Global Capitalism and the Moral Imperative. 1998  
1 videocassette (30 min.)  
East Library VH 1875

1 videocassette (25 min.)  
VH001704

Made in America [videorecording]: the story of American business success in Japan / [1996]  
1 videocassette (52 min.)  
VH001643 v.1

Made in Japan [videorecording]: the story of Japanese business success in America c1996
1 videocassette (52 min.)
VH001643 v.2

Media History. 1998
1 videocassette (28 min.)
VH1736

1 videocassette (42 min)
VH001990

Overview of World War I [videorecording] / 1989
1 videocassette (30 min.) + 1 guide
VH000777

Profiles in Progress. 1991
10 videocassettes (30 min. each)
VH944

1 videocassette (ca. 22 min)
VH001652 v.10

Shift Change. 1997
1 videocassette (57 min.)
VH001940

Third World Debt. 1989
1 videocassette (20 min.)
VH00572
To Live is Better Than To Die: AIDS in China. 2003
1 videocassette (60 min.)
VHS00002047

1 videocassettes (30 min.) + 1 Script
VH000499

1 videocassettes (30 min.) + 1 Script
VH000498

1 videocassettes (30 min.) + 1 Script
VH000496

1 videocassette (30 min.) + 1 Script
VH000495

1 videocassettes (30 min.) + 1 Script
VH000497

World in the Balance 2004
1 videocassette (114 min.)
VH00002005

The World Stopped Watching. 2003
1 videocassette (52 min.)
## Appendix (12) computer usage by students in selected courses:

<table>
<thead>
<tr>
<th></th>
<th>Total Visits</th>
<th>% of Total Visits/ACC Total</th>
<th>Individual Students</th>
<th>% of Individual Students/ACC Total</th>
<th>Percentage of Visits/Total from Select Classes</th>
<th>Percentage of Individual Students/Total from Select Classes</th>
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<tr>
<td><strong>Spring 2004</strong></td>
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<td>BD57</td>
<td>115</td>
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<td>EG60</td>
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<td>18.42%</td>
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<td>PL18</td>
<td>8</td>
<td>0.02%</td>
<td>3</td>
<td>0.01%</td>
<td>3.13%</td>
<td>7.89%</td>
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<tr>
<td>HS22</td>
<td>79</td>
<td>0.21%</td>
<td>7</td>
<td>0.02%</td>
<td>30.86%</td>
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<td>PO40</td>
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<td>0.00%</td>
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<tr>
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<td>38</td>
<td>0.10%</td>
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<td></td>
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<td>Class</td>
<td>Total Visits</td>
<td>% of Total Visits/ACC Total</td>
<td>Individual Students</td>
<td>% of Individual Students/ACC Total</td>
<td>Percentage of Visits/Total from Select Classes</td>
<td>Percentage of Individual Students/Total from Select Classes</td>
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<td>BD80</td>
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<td>BA64</td>
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<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>EG60</td>
<td>50</td>
<td>0.07%</td>
<td>8</td>
<td>0.01%</td>
<td>9.96%</td>
<td>10.13%</td>
</tr>
<tr>
<td>PL18</td>
<td>8</td>
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<td>3</td>
<td>0.00%</td>
<td>1.59%</td>
<td>3.80%</td>
</tr>
<tr>
<td>HS22</td>
<td>120</td>
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<td>11</td>
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<td>13.92%</td>
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<tr>
<td>PO40</td>
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<td>0.13%</td>
<td>13</td>
<td>0.02%</td>
<td>16.93%</td>
<td>16.46%</td>
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<td>EK51</td>
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<td>0.00%</td>
<td>0.40%</td>
<td>1.27%</td>
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<td><strong>Total for Program Review</strong></td>
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<td><strong>0.74%</strong></td>
<td><strong>79</strong></td>
<td><strong>0.12%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix (13): Library support in books, periodicals, and data bases for the International Studies Program

**BOOKS**
- With 34% of the book titles added to the collection in the last five years fall within the call number classifications related to international studies and its area options, the program is adequately supported with current circulating and reference material.
While it is impressive that 45% of all circulating and reference titles support the program, it is important to remember that the data reflects international studies cumulatively, as opposed to each area option individually. As such, there may be gaps in individual areas. However, because of the interdisciplinary nature of the program, and the negligible number of interlibrary loans, it can be surmised that the program is adequately supported. While the median age of the collection appears old (1974), it is most likely distorted by the international scope and broad range of call numbers used in collecting the data, e.g., call numbers include literary and philosophical works which can be considered timeless.

Faculty in all areas are encouraged to submit book title recommendations to the program liaison listed under Subject Resources from the library’s homepage.

PERIODICALS
Because of the broad scope of the International Studies Program review and its area options, as well as the technologies that make an enormous array of titles accessible online via our periodical databases, a sample list of current, print titles in our collection was chosen to compare against online access. The titles chosen reflect the different area options within an international context. General interest, popular magazines, and newspapers were excluded as their usage is not directly related nor restricted to students and faculty in the program.

The list of titles cross-checked follows. Titles followed by an “*” are those titles which are only available in our print collection, i.e., they are not available in any of our databases. The number following these titles in ( ) shows usage for the year under review. Although negligible, it is important to remember that such numbers are, as noted earlier, indicative of trends in online availability and access. At present, usage statistics for online access are not detailed enough to attribute the searches to any particular periodical title, program or project.

*American Journal of Sociology (0)
American Sociological Review
*Business Geographics (0)
*Communication Research Reports (0)
Cultural Diversity and Ethnic Minority Psychology
*Current History (1)
Current Issues in Economics and Finance
Economic Development and Cultural Change
Economic Indicators
Finance & Development
Foreign Affairs
Foreign Policy
Futurist
International Affairs
Journal of Communication
Journal of Consumer Research
Journal of Marketing
Journal of Popular Culture
Journal of Social Issues
Middle East Journal
*Modern Asian Studies (0)
*Multicultural Review (6)
*New Perspectives Quarterly (1)
Signs
Social Forces
Social Problems
Survey of Current Business
UN Chronicle
World Literature Today
World Politics

The SCCC Periodical List (a complete list of periodical titles and holdings) can be accessed from the library’s homepage under the Periodical’s link. This list can be searched by title, as well as by subject category, including Business and Economics, Gender and Ethnic Studies, Government, Law and Public Policy, Humanities, Religion and Philosophy, and Social and Behavioral Sciences.

I. TEACHING

__________ 1. Number of instructional sessions conducted by library faculty for the program
2. Total number of subject-specific instructional sessions conducted by library faculty (OS15/20 not included).

3. Head count enrollment (use Fall data).

4. Program head count enrollment (use Fall data).

5. What percentage of the total enrollment is the program enrollment? (No. 4 divided by No. 3 x 100).

6. Review program course outlines for library related projects (analyze in report).

II. BOOKS

1. Number of circulating and reference titles in the collection.
   *Everything except pamphlets, reserves, periodicals, and media.*

2. Number of circulating and reference titles that support the program.
   *Everything except pamphlets, reserves, periodicals, and media.*

3. What percentage of the total number of circulating and reference titles in the collection is the number of circulating and reference titles that support the program? (No. 2 divided by No. 1 x 100)

4. Median age of circulating and reference titles that support the program.

5. Number of books circulated in the base year. *Excludes Book Reserves.*

6. Number of books circulated that support the program.

7. What percentage of the total number of books circulated is the number of books circulated that support the program? (No. 6 divided by No. 5 x 100)
8. Number of book titles added to the collection in the last 5 years of the program review cycle.

22,531

9. Number of book titles that support the program added to the collection in the last 5 years of the program review cycle.

7,666

10. What percentage of the total number of titles added in the last 5 years of the program review cycle is the number of titles added to support the program? (No. 9 divided by No. 8 x 100)

34

III. PERIODICALS AND ONLINE RESOURCES

Refer to Narrative

IV. ONLINE RESOURCES

Attach an alphabetical list of databases that are relevant to this program. See Attachment 2 for a list of General Periodical Databases; Attachment 3 for a list of Subject-Specific Periodical Databases.

V. MEDIA SOFTWARE, EQUIPMENT AND SERVICES

1. Total number of media titles.

2050

2. Number of media titles to support the program.

28

3. What percentage of the total number of media titles is the number of media titles to support the program? (No. 2 divided by No. 1 x 100)

1.3

4. Number of media titles to support the program by format.

<table>
<thead>
<tr>
<th>Format</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD ROM</td>
<td>1</td>
</tr>
<tr>
<td>¾&quot; Videotape</td>
<td>28</td>
</tr>
<tr>
<td>½&quot; Videotape</td>
<td>0</td>
</tr>
<tr>
<td>VX: Videodisc</td>
<td>0</td>
</tr>
<tr>
<td>DVD</td>
<td>0</td>
</tr>
</tbody>
</table>
5. Median age of software, if possible.

6. Number of media titles to support the program added to the collection in the last 5 years of the program review cycle.

Attach an alphabetical list of media titles to support the program. Materials are housed at Ammerman Campus unless otherwise noted. See Attachment 4.

LIBRARY DATA ATTACHMENT 1:
Library of Congress Call Number Ranges

**Business Option**: BD 57 (Marketing); BD 80 (International Marketing); BA63 (Exporting/Importing); and BA64 (International Financial Management):

HF 1-6182 (Commerce through Advertising)
HG 1-999 (Finance, including Foreign Exchange)
HJ 9-9995 (Public Finance, including Customs)

**Humanities Option**: EG60 (Contemporary Global Literature) and PL18 (World Philosophies) plus two electives:

PB1 - PT999 (Modern European Languages through Germanic Literatures)
B1 - 5739 (General Philosophy, including by region or country)

**Social Science Option**: HS22 (Modern World History); PO40 (World Politics); and EK51 (International Economics):

D204 – DD901 (Modern History, General through German history)
DF701 – DF 936 (Modern Greek history)
DG 803 – DR 2285 (Modern Italian history through Yugoslavia)
DS - 67 – DS 326 (Iraq through Iran)
DS 331 – F3799 (Southern Asia through Ecuador)
HC10 -1085 (Economic history and conditions, including by region or country)
JX1 - 5810 (International law and relations)
Library Databases

- See Library Data Attachment 2 for an annotated list of the current general databases the library subscribes to and Library Data Attachment 3 for an annotated list of the subject-specific periodical databases.

- Usage Statistics for Database Sessions:

  On Campus Sessions, Total: 64,811
  Off Campus Sessions, Total: 42,973
  Total Sessions: 107,784

  It should be noted that sessions are not equal to actual searches. Rather, sessions reflect how many times a database was accessed. As numerous searches may be performed during any one session, the actual number of searches would be higher than the above figures. In short, online resources are heavily used both on and off-campus.

- In addition to periodical databases, the library subscribes to a variety of reference databases that correspond to the program. These full-text databases can be accessed from the library’s homepage under Reference Sources, and include the Gale Virtual Reference Library, Opposing Viewpoints, SIRS Knowledge Source, Facts on File, and the CQ Researcher. Sources included in the Gale Virtual Reference Library are appended in Library Data Attachment 4.

- The Subject Resources link from the library’s homepage provides a pathfinder for online resources in the area options of the program, as well as related disciplines. It leads users to the most appropriate databases, suggests relevant websites, and lists call number ranges for browsing circulating and reference books, as well as contact information for library liaisons on all three campuses.

LIBRARY DATA ATTACHMENT 2:
General Periodical Databases

Academic Search Premier

Academic Search Premier is a multi-disciplinary full text database containing full text for nearly 4,600 scholarly publications, including more than 3,500 peer-reviewed publications. In addition to the full text, this database offers indexing and abstracts for all 8,043 journals in the collection.
**Article First**
Article First is an index of table of contents from many popular and academic publications. It can be searched by keyword or browsed by journal title. Some articles are available online, others are not full-text and must be searched for in our print collection.

**Custom Newspapers**
Custom Newspapers is a collection of 150 national & international full-text newspapers. It includes the current year of the New York Times.

**Electronic Collections Online**
Electronic Collections Online is a large database covering many different topic areas. Most articles are not full-text.

**Infotrac One File**
Infotrac is a one-stop source for news and periodical articles on a wide range of topics: business, computers, current events, economics, education, environmental issues, health care, hobbies, humanities, law, literature and art, politics, science, social science, sports, technology, and many general interest topics. Millions of full-text articles, many with images.

**Masterfile Premier**
MasterFILE Premier provides full text for more than 2,050 general periodicals covering a broad range of disciplines including general reference, business, education, health, general science, multi-cultural issues and much more.

**National Newspaper Index**

**New York State Newspapers**
New York State Newspapers includes ten major newspapers published in the state of New York, including the New York Times and the New York Post. Most articles are full-text.
New York Times Historical Archive (1851-2001)
The New York Times (1851-2001) offers full page and article images with searchable full text back to the first issue. The collection includes digital reproductions providing access to every page from every available issue.

Newsday
Full-text Newsday articles from Newday from 1985-to present

Newspaper Source
Newspaper Source provides selected full text for 25 national (U.S.) and international newspapers, including USA Today, The Christian Science Monitor, The Washington Post, The Times (London), The Toronto Star, etc. The database also contains selected full text for more than 200 regional (U.S.) newspapers.

SIRS Knowledge Source
SIRS Knowledge Source provides relevant, credible information on social issues, science, history, government, the arts and humanities. Most of the articles are full-text and available online.

LIBRARY DATA ATTACHMENT 3:
Subject-Specific Periodical Databases

Business Resource Center
Business and Company Resource Center is a fully integrated resource bringing together company profiles, brand information, rankings, investment reports, company histories, chronologies and periodicals. Search this database to find detailed company and industry news and information. Most of the articles are full-text and available online.

Business Source Premier
Business Source Premier, designed specifically for business schools and libraries, provides full text for more than 7,400 scholarly business journals and other sources, including full text for nearly 1,100
peer-reviewed business publications.

**Clase and Periodica**
Clase and Periodica offers access to more than 300,000 bibliographic citations from documents published in 2,600 scholarly journals published in the Spanish, Portuguese, French and English languages. Most articles are not available full text.

**Ethnic News Watch**
Ethnic NewsWatch indexes news, culture and history from 200+ publications of the Ethnic, Minority and Native Press, both in English and Spanish. Most of the articles are full-text and available online.

**First Search**
First Search is a collection of 17 separate databases. Databases cover a wide range of different topics and are searched separately. Some have full-text; others only tell you where the information is located.

**Gender Watch**
Gender Watch is a full-text database that focuses on the impact of gender across a broad spectrum of subject areas. All the articles are full-text and available online.

**Geo Base**
GEOBASE indexes worldwide literature on geography, geology, and ecology. It includes journals, books, monographs, conference proceedings, and reports. Most of the articles are not full-text and must be searched for in our print collection.

**Informe**
Informe contains the full-text of 50 Spanish-language and bilingual periodicals—including popular titles such as Actual, Latina and Siempre!

**Lexis**
Lexis is a large legal database used in many law offices and courts. It is used to get statutes, case law, law reviews, legal filings, etc. Students have to access to this database in the library or apply for an off campus password. Please see the librarian for more information.
Literature Resource Center
Literature Resource Center includes biographies, bibliographies, and critical analyses of more than 120,000 authors from every age and literary discipline. Most of the articles are full-text and available online.

Magill's OnAuthors
Magill's OnAuthors database includes: Critical Surveys (includes: Long Fiction, Short Fiction, Poetry, Drama and Mystery and Detective Fiction Series), Magill's Choice: Notable Poets, Magill's Choice: Shakespeare, Magill's Choice: 100 Masters of Mystery and Detective Fiction, and World Philosophers and Their Works.

Magill's OnLiterature Online-Masterplots, reviews, etc.
Magill's OnLiterature includes Masterplots, Masterplots II, Cyclopedia of World Authors, Cyclopedia of Literary Characters, Magill's Literary Annual 1990-2002, Magill's Guide to Science Fiction and Fantasy Literature, Magill Book Reviews, and selected essays from World Philosophers and Their Works.

Military & Government Collection
Military & Government Collection provides cover-to-cover full text for nearly 400 journals and periodicals pertaining to all branches of the military and government.

MLA Bibliography (Literature)
MLA International Bibliography provides over one million citations for items from journals and series published worldwide covering literature, language, linguistics and folklore. Most of the articles are not full-text and must be searched for in our print collection.

Opposing Viewpoints
Opposing Viewpoints Resource Center provides access viewpoint articles, topic overviews, statistics, primary documents, links to websites, and full-text magazine and newspaper articles on a variety of social issues such as abortion, capital punishment, affirmative action, illegal immigrants, medical ethics & more.

PsycARTICLES
PsycARTICLES covers general psychology and specialized, basic, applied, clinical and theoretical research in psychology. The database contains more than 34,000 searchable full text articles from 43 journals published by the American Psychological Association and 8 from allied organizations.
Psychology & Behavioral Sciences Collection
The Psychology & Behavioral Sciences Collection is a comprehensive database providing nearly 550 full text publications, including more than 500 peer-reviewed journals. The database covers topics such as emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational and experimental methods.

Regional Business News
This database provides comprehensive full text coverage for regional business publications. Regional Business News incorporates coverage of 75 business journals, newspapers and newswires from all metropolitan and rural areas within the United States. This database is updated on a daily basis.

Religion & Philosophy Collection
Religion & Philosophy Collection is a comprehensive database covering such topics as world religions, major denominations, biblical studies, religious history, epistemology, political philosophy, philosophy of language, moral philosophy and the history of philosophy. This database offers more than 300 full text journals, including more than 250 peer-reviewed titles.

Science Direct
Science Direct contains over four million articles and over 59 million abstracts from all fields of science. Some of the articles are full-text and available online, while others are not full-text and must be searched for in our print collection.

Sociological Collection
The Sociological Collection is a comprehensive database covering information in all areas of sociology, including social behavior, human tendencies, interaction, relationships, community development, culture and social structure. This database provides complete full text for more than 500 important journals, including nearly 500 peer-reviewed titles.

Westlaw Campus
Westlaw Campus is a Web-based legal research tool for undergraduate and graduate students who need to research law-related issues. Aside from the case and statutory law, it also includes articles from legal periodicals. Most of the articles are full-text and available online.
LIBRARY DATA ATTACHMENT 4:
List of Sources in Gale Virtual Reference Library Database.

American Civil War Reference Library, 5v, 2000
American Revolution Reference Library, 5v, 2000
Animal Sciences, 4v, 2002
Biology, 4v, 2002
Child Development, 2002
College Blue Book, 32nd ed., 6v, 2005
Computer Sciences, 4v, 2002
Contemporary American Religion, 2v, 1999
Contemporary Fashion, 2nd ed., 2002
Countries and Their Cultures, 4v, 2001
Encyclopedia of Aging, 4v, 2002
Encyclopedia of American Foreign Policy, 2nd ed., 3v, 2002
Encyclopedia of Bioethics, 3rd ed., 5v, 2004
Encyclopedia of Business and Finance, 2v, 2001
Encyclopedia of Communication and Information, 3v, 2002
Encyclopedia of Drugs, Alcohol, and Addictive Behavior, 2nd ed., 4v, 2001
Encyclopedia of Food and Culture, 3v, 2003
Encyclopedia of Islam and the Muslim World, 2v, 2004
Encyclopedia of Public Health, 4v, 2002
Encyclopedia of Sociology, 2nd ed., 5v, 2000
Encyclopedia of the Modern Middle East and North Africa, 2nd ed., 4v, 2004
Gale Encyclopedia of Alternative Medicine, 2nd ed., 4v, 2005
Gale Encyclopedia of Alternative Medicine, 4v, 2001
Gale Encyclopedia of Cancer, 2v, 2002
Gale Encyclopedia of E-Commerce, 2v, 2002