

UC San Diego Global Seminar Program

Summer 2009 marked the second year of the UC San Diego Global Seminar program. During this past summer, 130 students participated in six study abroad programs that were each led by a UCSD faculty member. Students took two UCSD courses for a total of eight units during the five-week summer program. Several programs repeated for a second year. These included Spanish Dialectology and Flamenco in Cadiz, Mathematical Beauty in Rome, and Revelle Humanities in Rome. New offerings included MMW4 and the Byzantine Empire in Istanbul, International Politics in Amsterdam, and MMW 6 in Berlin.

Program Courses and Enrollments

1. Amsterdam: International Politics 25 students
POLI 100GS: Insurgency and Terrorism
POLI 101GS: International Politics and Drugs
2. Berlin: MMW 6 29 students
MMW 6GS: Making of the Modern World 6
HIEU 152GS: Everyday Life in Authoritarian & Dictatorial Societies
3. Cadiz: Spanish Dialectology and Flamenco 23 students
LIGN 147GS: Spanish Dialectology
LIGN 187GS: The Art, Language, and Culture of Flamenco
4. Istanbul: MMW 4 15 students (1 dropped after the deadline)
MMW 4GS: Making of the Modern World 4
HIEU 104GS: Byzantine Empire
5. Rome: Mathematical Beauty in Rome 16 students
CSE 4GS: Mathematical Beauty in Rome
CSE 6GS: Mathematical Beauty in Rome Lab
6. Rome: Revelle Humanities in Rome 22 students
HUM 3GS: Renaissance, Reformation, and early Modern Europe
HIEU 124GS/Vis 122GS: The City in Italy

Faculty Comments

Faculty comments were very positive regarding the Global Seminar program. Here we report general comments about the program, and then specific comments regarding grades.

General Comments about the Global Seminar program

The faculty emphasize that this is an excellent teaching experience, but it is also demanding. This year as part of Vice Chancellor Penny Rue's initiative to expand assessment, we used Student Voice to administer the online student and faculty surveys. The following general

comments all came from the faculty survey that was independently administered and tabulated by Student Voice.

“Great experience for both faculty and students. Hard work required, however, but worth every minute.”

“Intensive focus on a particular topic in a short five-week summer session allows for close contact and engagement with students in a unique cultural setting.”

“It provides an opportunity for interaction with students that one rarely gets at the undergraduate level.”

“The outreach and student recruitment is grueling for the faculty member – I don’t know if there is any substitute for that, however.”

“I’ve already been trying to recruit faculty.”

Comments about grades

The Global Seminar program is committed to implementing UCSD standards of academic rigor. The Global Seminar faculty is committed to providing the same level of rigorous academic content abroad as on campus. They offer courses that meet these standards in every regard. This year we had an excellent group of faculty, including two department chairs, the past Programs Abroad Office (PAO) Faculty Director, and several other distinguished professors. The Student Voice faculty and student comments indicate that the courses abroad were often considered even more rigorous than courses here on campus. Here is a sampling of faculty comments on this topic.

“I am very pleased with the level of student learning and how well they understand this city's history. I could not have facilitated this level of geographical and historical understanding without having the class in Istanbul.” -Faculty e-mail

“I’ll be able to make a strong case that our excursions not only were relevant to course content but provided insights that our students simply could not get in as vivid and personal a manner by reading in San Diego. I myself have benefited from each and every one of the excursions. The local CASA people have done a phenomenal job arranging excursions here in Amsterdam, across Holland and into Belgium.” -Faculty e-mail

“From my experience, we are drawing from a pool of students who 1] would pay an additional \$6,000 to take required (or in some cases not-required) courses and 2] are willing to commit dozens of hours of work beyond lecture and reading in the weekly course excursions (and even attend optional ones). These are students who, for the most part, are among our elite, highly motivated young scholars. In addition, we as faculty are more effective. I am a better instructor, providing more individual attention to each student, and crafting the course more carefully, when I have a class of 14 as I have in Istanbul, rather than 250-300 as I have on campus for the

same course. In a large course, we lecture (the easiest form of teaching from my perspective). In these courses, my pedagogical approach to the student learning experience is far more complicated and intensive, integrating student presentations, class discussion and debates, daily student discussion leaders, weekly writing assessments, site visits (and these need to be factored into the student final grade), site-visit reviews, class debriefing sessions, lecture, and exams. In my MMW 4 course on campus, only 10% of the student grade comes from the TA led discussion section. Since I serve as professor and discussion leader myself, my discussion grade (including points for student presentations and discussion leader roles) is 30-40%.” -Faculty e-mail

“My approach is to require a lot of work and to then reward students who do the work and do it well. In the regular year this tends to have the effect that students unwilling to do the work self-select out of the courses. In the GS courses, where dropping is not an easy option, this has led to a group dynamic where hard work is the norm. I was very impressed this year with the dedication and quality of students' work. We spend about 3-4 hours a day in class, (four days a week) and then 2-3 hours twice a week in office hours. The attendance in office hours, which doubled as a computer lab, was very high. The site visits, which included a trip to Granada to discuss the history of Islamic Spain and the reconquest, a trip to Jerez and the flamenco institute, and several flamenco performances that were intensive - there were four flamenco performances, each beginning around 11PM and going well into the early morning. The last one, which was a road trip, left the students breathless - several came away wanting to research the performers they had seen.” -Faculty e-mail

“It is cliché to say that these courses can be life-altering experiences, but the card the students gave me towards the end said just that. The idea of walking into an un-named dive bar and interviewing a famous flamenco artist cold is something few flamenco aficionados would dare do, but it is an experience my students will never forget. They learned a great deal about the history of Spain, Spanish, Andalucia, Latin America, Cadiz, and flamenco, and did it in an intense and exciting atmosphere. If they ended up getting A's it is because they deserved to.” -Faculty e-mail

“It should not be surprising that students do very well in these courses. After all, it is an experience they have been planning and thinking about for a long time, and during their time studying abroad, these two classes are the only academic activities demanding their attention. Most, if not all, students go into the Global Seminar program with the mind-set that this experience will probably be the highlight of their undergraduate career, and they are EXTREMELY motivated to make it as positive as possible, including immersing themselves in the class material and getting excellent grades. Furthermore, being in a setting that greatly motivates and emphasizes the relevance of the material is a significant factor in helping the student. Finally, one cannot ignore that fact that this program has a significant cost (some \$8000 or more), and no student wants to admit to their parents - or admit to themselves if they have scraped and saved and taken out loans, which many students do - that their investment ultimately resulted in a bad grade! On the contrary, one would expect students to work as hard as possible to get the best possible grades so that they may effectively "seal" their experience as a positive one, and the evidence bears out this expectation.” -Faculty e-mail

“Points that I would make in comparing GS grades:

- 1) Size of class transforms a large lecture with TAs to a smaller section-size discussion format. Knowing the professor and the other students creates a greater sense of responsibility and engagement with the class.
- 2) Student profiles are different in the GS classes as students are self-selected, more highly motivated, and interested in the material rather than those just taking a required course.
- 3) Student profiles reflect a different cross-section of experience and interest: 5 of the 22 enrolled were Junior or Senior status; the majority were not the usual Revelle students with a science major, but a greater proportion of non-science majors.
- 4) Intense workload matches that of the regular campus course. This can be verified by comparing syllabi (exactly the same workload) and confirmed by CAPE statistics that provide higher number of study hours per week (9.21 hrs/wk in Hum 3GS and 8.13 hrs/wk in HIEU 124GS as opposed to an average of 5.47 for the 5 most recent CAPES on Hum 3 taught by me).
- 5) Higher grades are correlated with higher response to the CAPE question on material "Learned" with 4.25 and 4.24 in the two GS courses, which is 0.25 -0.50 higher than in my most recent five Hum 3 courses on campus." -Faculty e-mail

Student Comments

Student comments about the Global Seminar were overall very positive. This data, like the faculty survey, was collected by an on-line survey that was administered and tabulated by Student Voice. There were some negative comments reflecting the challenging and demanding nature of the courses.

"Not only was Math in Rome the highlight of my time at UCSD, it was undoubtedly the highlight of my life thus far. This is truly a program to continue and to fight for in years to come. If I could I would do it again every summer for the rest of my life." – Student e-mail 2009

"It was one of the best decisions I could've ever made for myself. I work and the Global Seminars program allowed for a short enough time abroad that I was able to get the time off of work. I may have had to make the choice to quit my job if I pursued anything longer. I'm a transfer student who was having a hard time meeting friends on campus. This was definitely an experience I will never forget."—Student Voice comment 2009

"Spain was good, but the global seminar itself was amazing! It gave me a chance to learn about myself and learn about others." - Student e-mail Cadiz 2009

"The most amazing experience of my life. Class material was very challenging but the location facilitated the best comprehension. I have never learned so much in my life and could not suggest it more to anyone considering the program." - Student Voice comment 2009

“I put in more effort than I do during the school year. I think some times there was too much work.” -Student Voice comment 2009

“It gave me a chance to get to know a professor on a more in-depth level. I was able to learn from him how exactly he was expecting us to use logic in our exams. This would have been impossible in a large, impersonal class. We were also able to have a more hands-on approach to studying the policies of other countries.” - Student Voice comment 2009

“Material is very intellectually stimulating.” -Student Voice comment 2009

“Excellent program, well worth the money.” - Student Voice comment 2009

“The program was GREAT! Everything was well organized and the course complimented the city very well. I was able to learn a great deal from this program. It was an unforgettable course and an unforgettable experience in Rome, Italy!” - Student Voice comment 2009

“I thought the academic program was strong. However the reason why I am only moderately satisfied instead of very satisfied is because the program was too demanding. I learned a lot and studied a lot. However I felt at some points that we, as students, were expected to do too much. We were expected to do a great amount of reading, as well as go on all the excursions that took place most afternoons, as well as see the city on our own time. I’ve taken summer sessions every year since I’ve been in college and never have I experienced a summer session to be as demanding and challenging as this class. -Student Voice comment 2009

“I worked harder in these two classes than in some of my classes during the school year. However, my hard work did not go unrewarded. I learned very much regarding each of the topics and am now well versed in both international drug policy and international terrorism and counterinsurgency.” – Student Voice comment 2009

Student Survey Results

This section introduces the student survey results from Student Voice as well as an analysis of the grades for Global Seminars. It should be read in conjunction with 17 charts at the end of the report.

Student Voice independently reviewed the student survey questions for clarity, reliability and to make sure they were written in unbiased language. The surveys are web-based. Student Voice independently collected and tabulated all responses. All faculty, administrators and staff may view the entire results at studentvoice.com by obtaining a password from the office of the Vice Chancellor of Student Affairs.

As of September 11, 2009, 69 out of 130 students had completed all the survey questions, which represents 53% of students. Several charts based on the student survey results are attached. These summarize key findings. Students gave very favorable reviews to the program as well as the rigor of the courses. Global Seminar courses also help students stay on track for timely graduation because the overwhelming majority of students report the courses count for either,

major, minor, or general education requirements. Several charts cover basic demographic data. We conclude with charts showing that students developed a greater sense of global citizenship and intellectual curiosity as a result of studying with the Global Seminar program.

Please consult the following charts at the end of this report for more information:

Student Survey Charts

1. Overall student satisfaction
2. How academically challenging were the courses according to students
3. Academic perception: Student Satisfaction with academic strength (all programs)
4. How will courses fulfill requirements for academic programs on the home campus?
5. UCSD college breakdown (Transfers Included)
6. Gender
7. GS status breakdown (UCSD transfer, non UCSD, & UCSD students)
8. Student personal growth: Sense of Global Citizenship
9. Student personal growth: Intellectual curiosity

Finally, as with all UCSD courses, all students were given the opportunity to complete CAPEs.

Director's Comments

Year two of the Global Seminar program was a resounding success. We succeeded in recruiting 130 students for six programs during the worst economic downturn since the Great Depression. The PAO staff implemented several new initiatives to improve the experience for students and faculty, including an improved web site and expanded faculty pre-departure preparations. We worked closely with our study abroad partners overseas to improve on-site services to students. As a result, students expressed improved satisfaction with the program compared to last year's cohort.

Two notable highlights for the year come from the student surveys. Compared with year one, this year students stated that the Global Seminar courses required a heavier workload and carried more demanding academic requirements, but they also expressed higher levels of overall satisfaction. Last year when students were asked to respond to the statement, "Overall I was pleased with this Global Seminar program," 43.5% strongly agreed, 41.7% agreed, 4.6% disagreed, 1.9% strongly disagreed, and 8.3% were unknown. This year, Student Voice revised the wording of this statement to read, "Please indicate your level of satisfaction with this program," 86% were very satisfied, 13% were moderately satisfied, and 1% was moderately dissatisfied. Last year when students were asked, "Rate the overall average level of academic challenge for the courses in comparison to UCSD classes," 5.5% answered extremely challenging, 36.4% selected very challenging, 56% chose somewhat challenging, and 1.8% selected not at all challenging. This year, Student Voice revised the wording to state, "Please indicate how academically challenging your courses were," 33% said extremely challenging, 39% responded very challenging, 26% answered moderately challenging, and 2% said slightly

challenging. As the survey data illustrates, compared with year one, satisfaction improved and students felt the offerings were more academically rigorous.

The faculty survey provides very positive measures of overall satisfaction as well as academic rigor. In answer to the question, “Did students make more effort during the study abroad experience or in class on campus?,” the faculty responded: 50% much more effort in classes abroad, 25% slightly more effort, 25% about the same effort. In answer to the question, “How would you rate the Global Seminar program?,” 75% said excellent and 25% said good. Finally, the survey found that all of the faculty would recommend teaching a Global Seminar to a colleague.

Over the past year we continued to make improvements. We launched a completely revised and improved web site with expanded information, streamlined applications forms, easier navigation tools, as well as video clips from faculty and returning students. We worked with our study abroad partners overseas to incorporate more site-specific detail into the pre-departure orientations. Examples include more information about health, safety, cultural adjustment, and logistics, such as housing. We offered four faculty workshops to prepare faculty for the experience, including outreach and recruiting, risk management, pedagogy, and pre-departure logistics. At the suggestion of faculty, we added a new workshop on international pedagogy. Returning Global Seminar faculty shared their best practices and lessons learned with colleagues preparing to teach their first Global Seminar. This improved the academic rigor of the 2009 courses and enhanced the integration of excursions with the course material.

During the course of the summer, health and safety issues were addressed promptly and effectively. Risk management procedures covered in training were effectively implemented as needed.

Recruiting a diverse cohort of students remains a high priority. Often, short term study abroad programs are the most accessible option for diverse populations of students because they still allow students to work, stay on track for timely graduation, have greater support from faculty and fellow students, and may cost less than longer term programs. PAO staff held information sessions at the Cross Cultural Center and the LGBT Center to reach populations that have traditionally not studied abroad in great numbers. This will be an ongoing initiative, but during the past two years we have built stronger connections with our campus colleagues, which will help to promote greater rates of participation in study abroad.

Future Plans

We have ambitious goals for the future. Chancellor Fox has set the goal of sending 50% of UC San Diego undergraduate students abroad by 2013. The Global Seminar program is an essential component of the plan to help the campus meet this objective. By expanding the number of program offerings, increasing the geographical diversity, and finding course offerings that fit into the core curriculum of all six colleges, we aim to give many more students the opportunity to study abroad.

Currently, there are ten programs planned for summer 2010, pending CEP approval. We anticipate that programs will be offered in Athens, Dublin, Istanbul, Paris, Rome (2), Budapest, Cadiz, Madrid, and Amman. An impressive group of faculty are preparing to teach these Global Seminars, including a former Provost, two department chairs, the Chair of CIE, the past Programs Abroad Office Faculty Director, and several other senior faculty as well as accomplished younger faculty. For the coming year we will have Global Seminars linked to three of the six colleges, including a new program with Muir Writing in Dublin, in addition to Revelle Humanities in Rome, and the ERC MMW 4 & 6 programs in Istanbul and Athens respectively.

Streamlining administrative functions will improve services to students. We will begin accepting on-line applications in October rather than waiting until January as we did last year. We are launching an on-line application system for our forms as well as those of our study abroad partners. This will simplify procedures for students, maximize the efficient use of scarce resources here in the Programs Abroad Office, and boost sustainability by reducing paper use and physical space devoted to file storage. This will also make it easier for non-UCSD students to complete the application.

We will continue to actively recruit faculty to teach in a broader range of disciplines and geographic locations. We have had faculty express interest in Latin America, Africa, Asia and Australia. In the coming year we will work to convert faculty interests into programs abroad for students. New Global Seminar courses will be submitted to CEP with course approval forms, syllabi, and a rationale for the location and excursions.

Conclusion

I would like to conclude with a quote from UCSD Latina student who would not have been able to study abroad but for the Global Seminar program. She said, "When I told my parents I wanted to apply for the program, they listened and the first thing my father said was, 'Do not try to fly so high.' I reject the idea and believe that I can also be a part of this program and that coming from a low income background should not close down opportunities for my academic enrichment." I am pleased to report that the student gained so much confidence that she participated in a second Global Seminar in summer 2009. Through the efforts of dedicated faculty and engaged students, Global Seminars are opening new opportunities for all involved.

The Committee on Educational Policy reviewed the Global Seminar program in the fall of 2009 and affirmed UCSD's commitment to rigorous and rewarding international educational opportunities by strongly supporting the Global Seminar program as a permanent offering.

The preceding general report was adapted from an earlier report to CEP in September 2009

Submitted by:

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Chart 1
Overall Student Satisfaction With Program
(All Programs)

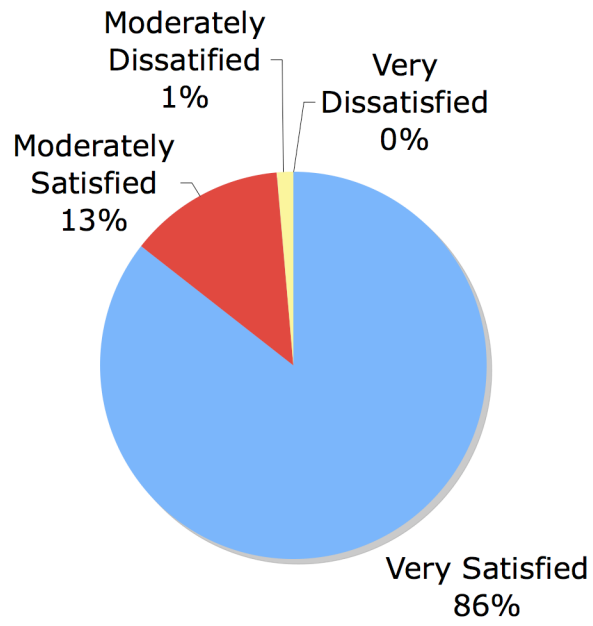




Chart 2 Academic Perception: How Academically Challenging Were Courses According to Students

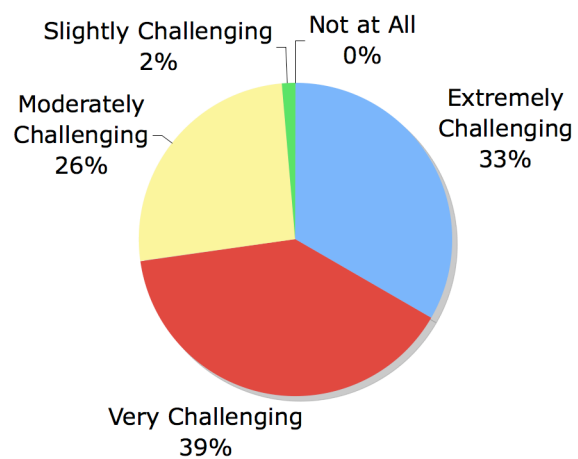
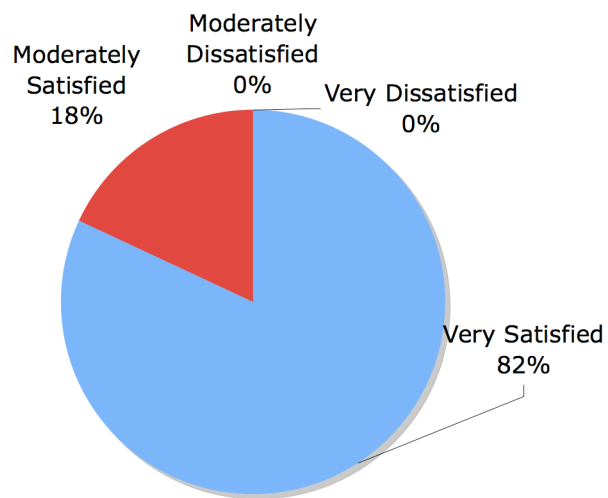




Chart 3
Academic Perception: Student Satisfaction With Academic Strength (All Programs)



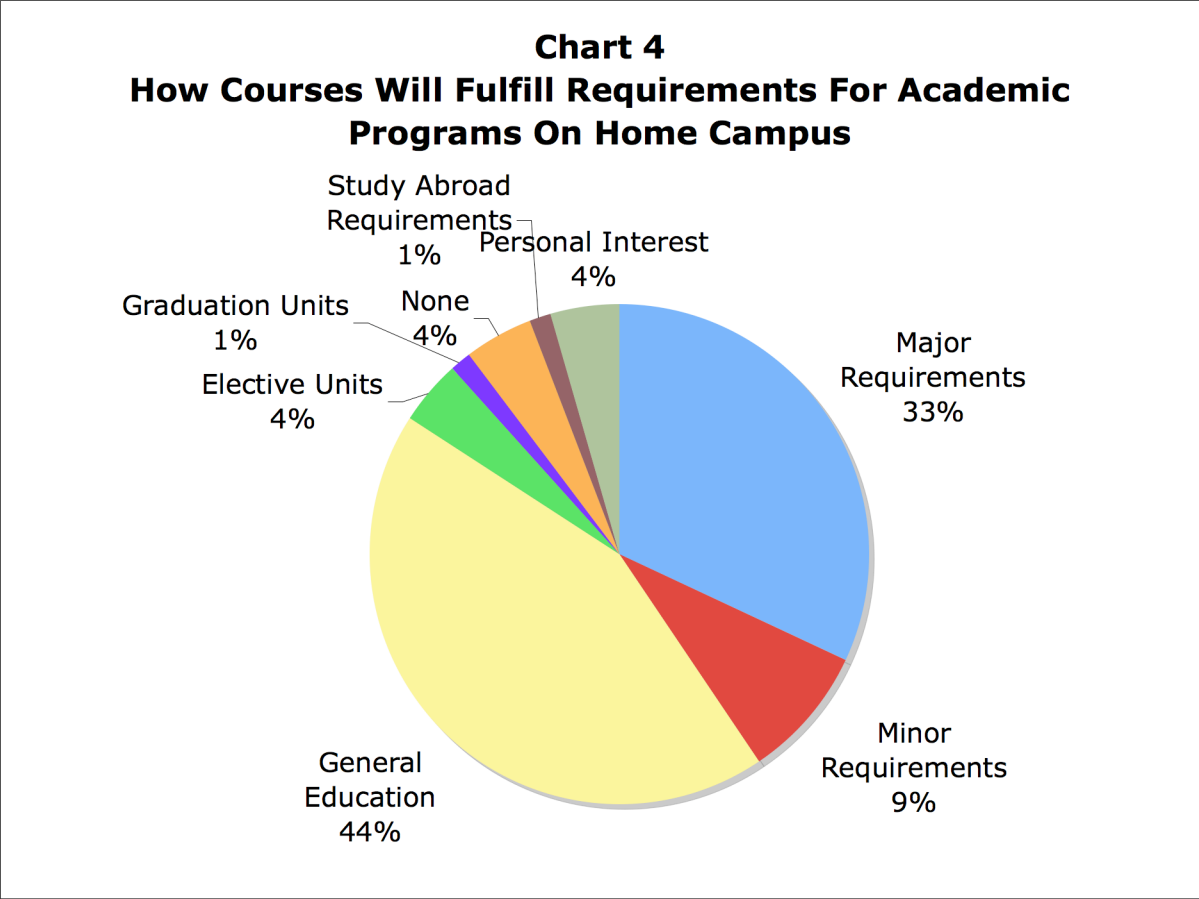
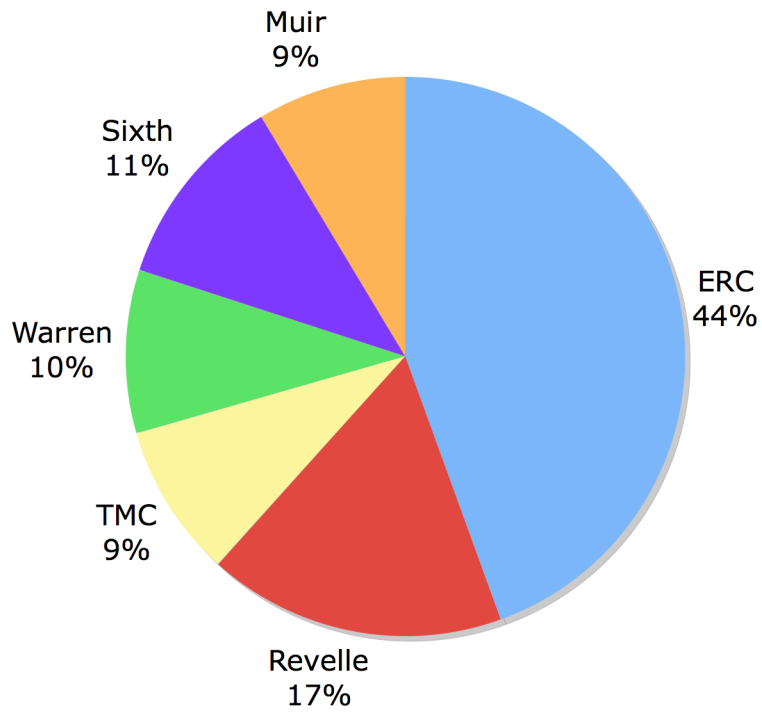




Chart 5
UCSD College Break Down (Transfers Included)





**Chart 6
Gender**

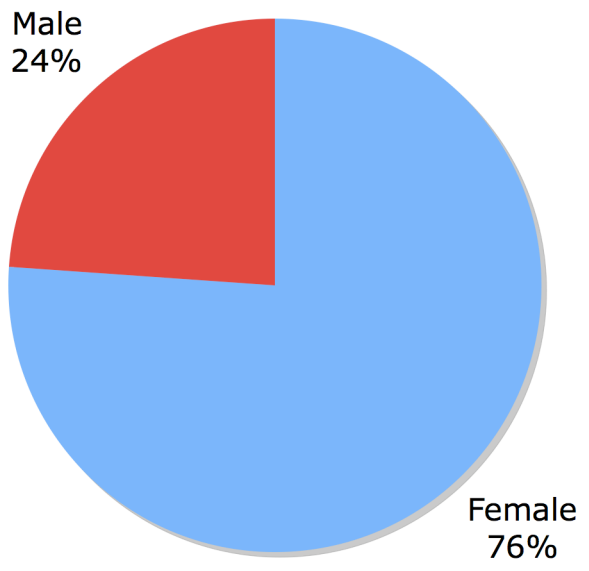




Chart 7
GS Status Breakdown (UCSD Transfer, Non-UCSD, & UCSD Students)

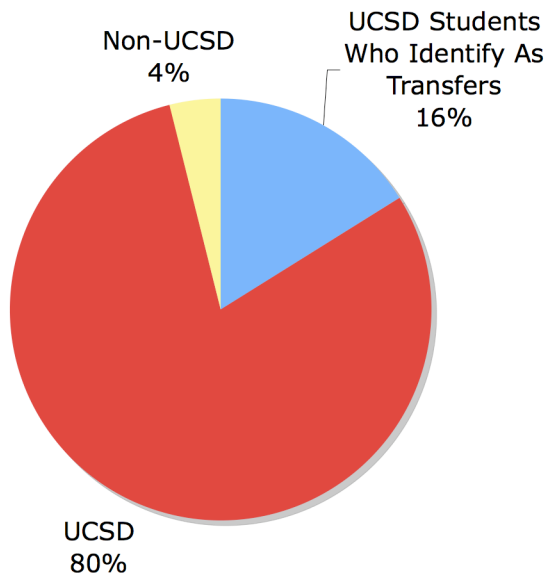




Chart 8
Students Personal Growth: Developed Sense of Global Citizenship

