



Non-Instructional Program Review 2015-2016

Study Abroad:

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• Program Review Non-instructional Cycle F 2015 Study Abroad

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Study Abroad

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Study Abroad

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission: The Study Abroad Program's Mission Statement is "The Study Abroad Program at Fullerton College and Cypress College provides our students and our community with the opportunity to study in a foreign location that will promote a global perspective for effective living and working in an international environment." It is often an exit program for the students who go, and the goal of the program is to prepare students for their university and professional careers through an understanding of their role in the global environment, and the importance of having a global perspective in planning for the future. All three of our SLOs ask students to understand their experiences on Study Abroad in terms of its future applications. In this sense, the Study Abroad is preparing students to be successful learners as they use their experiences on the program to position themselves for greater educational and professional success in the future.

Vision: The Study Abroad Program fulfills all aspects of FC's vision. All of our programs create a community of learners since they are in a cohort that takes all its classes and goes on all class excursions together. In fact, the sense of community among students is extremely strong, and students and faculty who go remain friends well beyond the program. These communities "promote[] inquiry and intellectual curiosity" through sustained educational and personal experiences of the global environment. All classes are modified to incorporate the foreign site's specific qualities, and students are asked to explore the city, country, and continent in the pursuit of experiences and knowledge that would be inaccessible in Southern California. Students on the program report that their experiences give them a sense of direction and purpose in their future endeavors, and they report that it is a life-changing experience, often leading to a clearer focus on what they would like their futures to be like. In this sense, the program promotes personal growth. Finally, for many students, a Study Abroad program opens up the possibilities of working, living, or traveling abroad. Students develop "a life-long appreciation for the power of learning." All three of the program's SLOs specifically address aspects of the Vision.

Core Values:

We respect and value the diversity of our entire community: The Study Abroad Program specifically asks students to understand, respect, and value the diversity of community in a

global context. SLO 1 asks students to “recognize the values of a foreign culture and compare these values to those learned in the United States.” We ask them to understand the ways in which humans share common values while simultaneously having cultural differences that often create different expressions of those values. For example, students on our Sevilla program noted how the Spanish sense of family was so different than the American sense in that intergenerational relationships remained very strong, whereas in the United States, adult children often try to separate themselves from their parents. Then students noted how the Spanish structure was similar to Mexican-American family structures, which lead to a discussion of the ways in which Mexican-Americans interact with mainstream American culture.

We value tradition and innovation: Faculty on Study Abroad Programs demonstrate the ways in which the host country adheres to age-old traditions, while simultaneously innovating for a 21st century context. For example, in Rome, students are surrounded by ancient sites, but see how the Italians themselves are very modern. The traditional and the new exist simultaneously in most European cities.

We support the involvement of all in the decision-making process: Study Abroad Programs often promote a much closer collaboration between students and faculty than is the norm on American campuses. Since both students and faculty are foreigners while abroad, it creates a community that leads them to collaborative relationship as things occur on the program. In addition, faculty consult with students during the program regarding excursions and other cultural events. Faculty seek to respond to student demand for specific cultural experiences.

We expect everyone to continue growing and learning: While the growth and learning potential for students is very strong (and is the focus of this Program Review), it's important to note that Study Abroad Programs are often deeply important for the growth of faculty. For example, one faculty member has stated that the program gave him “the opportunity to be present, participate in, and watch students literally transform before my eyes.” Another faculty member has remarked, “The experience really rejuvenated my teaching. I was made freshly aware of what an important period of transition and self-realization college is.”

We believe in the power of the individual and the strength of the group: Students report that attending Study Abroad programs has a deep effect on their realization of their power to control their own education and destinies, but simultaneously, the cohort nature of these programs helps them recognize that working in groups, as teams, often ensures that ideas, projects, and experiences are stronger and more successful, especially when everyone in the group is respected and encouraged.

We expect everyone to display behavior in accordance with personal integrity and high ethical standards: Students sign a code of conduct before they leave for their foreign destination, and they are expected to adhere to it. Students are sent home if they do not abide by this code of conduct.

We accept our responsibility for the betterment of the world around us: Attending Study Abroad Programs allows students to see how different countries try to fix problems that are common around the world, particularly issues of poverty, environmental damage, and cultural renovation. Most programs ask students to engage in the community in which they are residing, talking to residents, discovering the problems that residents face, and identifying ways in which residents seek to remedy these problems. These experiences give students perspectives on similar problems in Southern California, and they can compare and contrast the host country's responses to American responses.

We value and promote the well being of our campus community: On Study Abroad Programs everyone is responsible for everyone. Students and faculty look out for one another and help each other with their educational and personal goals. It's hard to underestimate the ways in which Study Abroad creates deeply connected supportive communities.

College Goals:

Goal 1: Fullerton College will promote student success: Students on Fullerton College

Study Abroad Programs have a very high retention and success rate, but it's important to note that the Study Abroad is an exit program mostly. Students have demonstrated that they are successful students before they are on the program. Our data below demonstrates that. In addition, our students often transfer soon after the attending the program. One of our Strategic Action Plans is to do a study on the effects of Study Abroad 5 and 10 years after the program.

Goal 2: Fullerton College will reduce the achievement gap: As our data demonstrate below, we've essentially eliminated the achievement gap in all our programs

PR Section 4.1 - 4.2

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4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Students will be able to recognize the values of a foreign culture and compare these values to those learned in the United States.	April 2014	April 2014	April 2014	1
2.	Students will be able to apply an understanding of the broader global community to plan and execute personal and/or professional goals.	April 2014	April 2014	April 2014	1

3	Students will be able to synthesize the Study Abroad pedagogy of course/community content as a learning resource.	April 2014	April 2014	April 2014	1
4.	The Study Abroad Program will provide students an opportunity to go to foreign countries in order to develop internationalization and global awareness	April 2014	April 2014	April 2014	1

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
The Study Abroad Program will provide students an opportunity to go to foreign countries in order to develop internationalization and global awareness	The Coordinator conducted 3 focus groups while in Seville, Spain. Students were successful if they could recognize differences between Spanish and American culture, and could identify ways in which this experience could help them in the future	The students in the focus groups were universally able to identify differences in Spanish and American culture, and mostly identify ways in which the experience could help them in the future	The Coordinator of the program is now focusing marketing efforts on issues of internationalization. In addition, through a sustained discussion of Study Abroad with all constituencies, the program hopes to foreground internationalization on Fullerton's campus, so everyone works to send as many students abroad as possible

Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Students will be able to recognize the values of a foreign culture and compare these values to those learned in the United States.	The Coordinator conducted 3 focus groups while in Seville, Spain. Students were successful if they could identify 2-3 ways in which Spanish and American cultures and values were different	All students in the focus groups could do this	We were not surprised by these results since it's the one thing that students pick up on pretty quickly. The program already succeeds in this SLO
2. Students will be able to apply an understanding of the broader global community to plan and execute personal and/or professional goals.	The Coordinator conducted 3 focus groups while in Seville, Spain. Students were successful if they could identify 1-2 ways in which an understanding of Spanish civilization and attending a Study Abroad would impact their personal or professional goals	Roughly two thirds of students could identify ways in which attending the program would affect their personal and professional goals. For some students, this was the first time they had ever thought about this question.	This SLO is very common in Study Abroad programs nationwide and is often something that students need to be directed to after they return. In order to do this, one of our Strategic Action plans is to create a re-entry program that students can participate upon their return.
3. Students will be able to synthesize the Study Abroad pedagogy of course/community content as a learning resource.	The Coordinator conducted 3 focus groups while in Seville, Spain. Students were successful if they could identify at least 1-2 ways in which educational opportunities were possible outside traditional classrooms and ways in which the location of one's learning environment can affect the ability to learn and the content of what one learns.	The students had the most difficulty with this SLOs. They often had to be prompted to understand the implications of this question.	During informational meetings and orientation meetings, the Coordinator is foregrounding this issue as one of the reasons to go on a Study Abroad program. We are also asking program faculty to use the sites more actively, and to demonstrate to students how learning can happen outside the classroom.

PR Section 4.3 - 4.6

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4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program?

There are 5 areas in which we are focusing:

1. Increasing awareness of the program to the entire campus community using social media and other marketing strategies, and partnering with other offices, like Disabled Student Services, EOPS/CalWorks/Foster Youth, and Counseling, to reach specific populations.
2. Increased focus on financing Study Abroad workshops by using Student Equity money to hire a Business Faculty member to create presentations, live and online, about methods of financing such programs
3. Hiring an Administrative Assistant who is 40-50% assigned to Study Abroad so communication with the students can be more prompt and more regular.
4. Increasing the release time to the Coordinator, to help with the marketing, student contact, and general campus awareness of the program. We are focusing our marketing efforts on the issues of internationalization and global awareness.
5. We are working the Office of Institutional Research and Planning to help us with a study that will look at previous Study Abroad students' educational and career pathways after the program, and their sense of the role of Study Abroad in achieving these goals. We will refine our marketing techniques based on this study.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?

We should point out that our student achievement in this program is very high. The program attracts students who are advanced in their Fullerton College career, and they have to have demonstrated student success prior to going on the program. In addition, we require students to attend and pass their classes, or we remove them from the program.

However, there are ways in which we are changing the program to address SLO 2 and 3 more directly. We have a class INDS 298 that is designed to help students with the Study Abroad experience. While the course focuses mostly on issues of health and safety, traveling, culture shock and other issues related to traveling abroad, we've asked the faculty teaching the class to also focus on how they can use the Study Abroad experience to help them direct their future paths in education and careers. We want them to understand why global awareness is important in the world we live in, but also how they can use this experience to demonstrate global awareness to universities they may transfer to and employers they might want to work for.

In addition, we are asking program faculty to use the sites more mindfully. For example, if students are in London learning about the Tudors, perhaps it would be better to go to the National Portrait Gallery for the lesson as opposed to staying in the classroom. This way the instructor can foreground the difference between learning in context as opposed to learning in a classroom. In addition, we are asking to use excursions as opportunities for students to observe local behavior as examples of class concepts. For example, in a Microeconomics class in Seville, an instructor might ask students to compare retail activity in Seville, a smallish city,

with Madrid, a large capitol city.

4.5 What challenges remain to make your program SAOs/SLOs more effective?

Our assessment method needs to be updated because right now we assess students too early in the program. We are going to develop an assessment method that can be implemented at the end of the program, and which program faculty can easily administer.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals. (See <http://programreview.fullcoll.edu/>)

The program promotes student success through workshops and classroom presentations that encourage students to think of themselves as Study Abroad students, to work with Counselors to develop educational plans so that they can go on Study Abroad programs, and to do well in classes so that they can qualify. The actual student success in the program is very high.

The program essentially eliminates the achievement gap for students in the program because of the high success rate.

The program asks students to think of themselves as part of the global community and to make connections with residents of other countries to increase dialogue and problem solving cross-culturally.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

ISLO 1: The program develops students' communication skills through the classes offered, but also through cross-cultural experiences in the foreign country. SLO 1, which asks students to think about cultural differences, specifically targets this ISLO.

ISLO 2: A major focus of the program is problem solving. Students find themselves in a completely unfamiliar country with unfamiliar customs, and they spend the semester discovering ways of navigating this unfamiliarity. SLO 1 and SLO 3 each focus on problem solving and critical thinking.

ISLO 3: The program specifically targets this ISLO. By the end of the semester, students have a heightened sense of the world and their possible role in it. We are successful in getting students to understand their education in a global context as opposed to a local one only. They are able to identify cross-cultural differences, and the roles they may play in bridging those differences. All 3 SLOs connect to this ISLO.

ISLO 4: SLO 2 specifically targets this ISLO. The program asks students to reflect on their own values and goals, and to use the Study Abroad experience to get some perspective and new ideas in evaluating their values and goals.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

Currently, we are doing focus groups while students are abroad, asking them to reflect on the SAOs and SLOs. While this method gives us important information, we need to develop a method that assesses students at the end of the program.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

The Study Abroad program achieves its mission. Students have a global experience, explore cross-cultural difference, focus their educational and career goals, and understand education in a global context.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

We are focusing our marketing techniques on internationalization and global awareness as a way of helping students understand the value of Study Abroad, and to give them a more mindful understanding of how the program can help them educationally and professionally.

PR Section 6.0 SAP w/o Resource Requests

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Action Plans

We should point out that because of the nature of the program, we plan two years in advance. Therefore, some of these SAPs are already in the works.

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Study of the Effects of Study Abroad
List College goal/objective the plan meets:	College Goal # 1: Fullerton College will promote student success. ISLO #3: Global Awareness: Students will be able to demonstrate an understanding of the world. ISLO #4: Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	We believe, based on national studies, that our program prepares students for successful transfer and careers, but we haven't studied our own population. In particular, we're interested in the effects of Study Abroad on achievement of African-Americans and Latinos. It will take at least 2 years to conduct this study. The Office of Institutional Research and Planning will work with the Study Abroad Coordinator and Dean of LLRISPS.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Develop a clearer picture of the long-term effects of Study Abroad to help promote and expand the program.

<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>All of it.</p>

<p>STRATEGIC ACTION PLAN # 2</p>	
<p>Strategic Action Plan Name: (formerly called short-term goal)</p>	<p>Increase the number of programs to one per semester and summer.</p>
<p>List College goal/objective the plan meets:</p>	<p>College Goal #1: Fullerton College will promote student success. Goal #2: Fullerton College will reduce the achievement gap. ISLO #3: Global Awareness: Students will be able to demonstrate an understanding of the world. ISLO #4: Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills</p>
<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>This goal is already in the works because of the nature of our planning process. By academic year 2017-2018, we will have one program every semester and one for summer. The entire Study Abroad office team plus the program faculty and Study Abroad committee will work on this.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Increase the number of students served from 30-35 per academic year to 85-90.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>All of it.</p>

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name: (formerly called short-term goal)	Develop a policies and procedures manual for Study Abroad
List College goal/objective the plan meets:	College Goal #1: Fullerton College will promote student success ISLO #3: Global Awareness: Students will be able to demonstrate an understanding of the world.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Study Abroad Program doesn't have a current policies and procedures manual. The Coordinator will spend about a year working on one, so that when new people are hired or appointed to the program, there's no interruption of service.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Articulate clear policies and procedures in compliance with NOCCCD policy and federal and state law.
What specific aspects of this SAP can be accomplished without additional financial resources?	All of it.

STRATEGIC ACTION PLAN # 4	
Strategic Action Plan Name: (formerly called short-term goal)	Develop a reentry plan for returning Students
List College goal/objective the plan meets:	College Goal #1: Fullerton College will promote student success ISLO #3: Global Awareness: Students will be able to demonstrate an understanding of the world. ISLO #4. Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in	The Study Abroad Coordinator will develop a reentry plan for students returning from programs. This will include different models of these types of programs, and developing one that

150 words or less.	is most appropriate for Fullerton College students.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Students will be able to articulate the effects of Study Abroad on their educational and professional futures, and use them when writing transfer letters and applying for jobs.
What specific aspects of this SAP can be accomplished without additional financial resources?	The development of the actual plan can be done without additional funding, but the Coordinator will need to do some training for this, which will be in the form of conference attendance.

STRATEGIC ACTION PLAN # 5	
Strategic Action Plan Name: (formerly called short-term goal)	Expand the Basic Skills FIG on Study Abroad to transfer-level classes.
List College goal/objective the plan meets:	College Goal #1: Fullerton College will promote student success ISLO #3: Global Awareness: Students will be able to demonstrate an understanding of the world. ISLO #4. Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Two English faculty have a FIG to develop instructional materials relating to Study Abroad for English 60 students. The Study Abroad Coordinator will take their findings and adapt them for transfer level classes in English and other subjects.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase the awareness of the global quality of our current world, and help faculty develop internationalization curricula for their classes.
What specific aspects of this SAP can be accomplished without additional financial resources?	All of it.

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STRATEGIC ACTION PLAN # 6	
Strategic Action Plan Name: (formerly called short-term goal)	Develop a Student Ambassador Program for Study Abroad that focuses on digital storytelling
List College goal/objective the plan meets:	College Goal #1: Fullerton College will promote student success ISLO #3: Global Awareness: Students will be able to demonstrate an understanding of the world. ISLO #4. Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Program will hire 3 students per program to develop weekly digital content that can be used to document their experience and market the entire program. The Coordinator will train the students. The students will do the equivalent of 3 hours of work a week per program. The Admin Asst 1 will post their material.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase awareness of the program Develop students digital literacy skills Document student experience in real time
What specific aspects of this SAP can be accomplished without additional financial resources?	The editing and the posting of student material can be done without additional funds.