



Strategic Initiative Section Report

Study Abroad:

Date: 05/09/2016

- 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 2.1 - 2.3

Program Review Non-instructional Cycle F 2015 Study Abroad

2.1 - 2.3

2.1 Describe the purpose, components, and staffing of this program.

Purpose: The Study Abroad Program's mission is to "provide[] 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." Courses we offer directly relate to and benefit from the instruction location. Students become familiar with an entirely new way of learning. All courses we offer are transferable; most fulfill General Education transfer requirements to the California State Universities, the Universities of California, and many private colleges and universities. Attending a program has a potential professional benefit. In an increasingly global environment, employers recognize that applicants who have had an international experience bring knowledge, skills and cultural awareness that are tremendous workplace assets. Study abroad also helps students develop personal and leadership skills through experiences a traditional classroom setting can never provide. Being immersed in an entirely new cultural setting is an opportunity to discover new strengths and abilities, conquer new challenges, and solve new problems. It is the beginning of a lifelong learning experience that will transform the way students view the world.

Components:

1. **Planning:** The Study Abroad Coordinator, the Dean of Library/Learning Resources Instructional Support Programs and Services (LLRISPS), and the Study Abroad Committee solicit proposals from Fullerton and Cypress College faculty for semester and summer length programs. The Committee interviews faculty and selects programs. The Coordinator informs the two campuses about future programs.

After programs are selected the Coordinator and program faculty choose courses to be offered and excursions in the host country. Program faculty adapt already existing Fullerton College curriculum to a Study Abroad environment including choosing appropriate texts and assignments, modifying syllabi to utilize the resources in the host country, and coordinating foci and assignments with each other to create an integrated learning community model of instruction.

2. **Marketing and Recruiting:** The Study Abroad Coordinator, the Dean of LLRISPS, the Study Abroad Committee, the program faculty, and the administrative staff of the Library are responsible for marketing programs and then recruiting students to attend. This includes developing print and electronic documents; visiting classrooms, department and division

meetings; attending student fairs; developing and giving informational meetings on programs and financing; answering email inquiries; meeting with students; managing social media; and working with the Office of Campus Communications. The staff of the Library receive applications, and then the Coordinator and program faculty interview every student.

3. Orientation: The Study Abroad Coordinator and Study Abroad Provider provide workshops, materials, and consultation to students and faculty on preparing themselves for Study Abroad including health and safety, money and housing, foreign travel including accessing public transit and making flight and hotel reservations, packing for foreign travel, communication with the United States including phone and internet resources, interacting with the U.S. State Department and foreign government offices, cultural norms in the foreign culture, alcohol and drug awareness, and sexual assault and personal safety

4. Semester of Program: Program faculty teach 12-units of Fullerton College curriculum and receive 3 units of release time. They attend all program-sponsored curriculum. They meet weekly with each other and Study Abroad Provider staff on all aspects of the program. They correspond weekly through email with the Study Abroad Coordinator and Dean of LLRISPS on the status of students and the program. They have regular office hours and consult with students on all aspects of the program when necessary. They provide educational support to struggling students. They act as resource members for students on all aspects of the program. They are the point of contact for the Study Abroad Provider staff on all aspects of the program. They act as the representatives of the District on issues of health and safety, academic success, and student behavior, and they are the primary points of contact for disciplinary issues.

Study Abroad Provider staff handle all the logistics of the program including housing, planning for excursions, interacting with host country staff and citizenry, helping students access host country resources, and financing.

Program Coordinator and Dean of LLRSIPS monitor program through the emails by faculty and provider. If disciplinary action is required, the Dean communicates with program faculty, provider, and the Vice-President of Instruction, and manages the program's response.

5. Post-program: The Study Abroad Coordinator works with returning students in terms of resume building and re-entry logistics.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employe nt	Months per year of employe nt	Source of funding (General / Categorica l)	FTE
Managers					
Dean of Library/LRISPS	1	15%	12	General	.15

Classified					
Administrative Assistant	1	40%	12	General	.40
Faculty (full-time)					
Study Abroad Coordinator	1	40%	10	General	.40
Faculty (Adjunct)					
Hourly - Adult					
Hourly - Student					
Student Ambassadors	3	3 hours a week	10		
Professional Experts					
	Total FTE				.95

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)

Independent Contractors				
Volunteers				
Interns				
Total Hours & Costs				
Total FTE				0

PR Section 2.4 - 2.8

Program Review Non-instructional Cycle F 2015 Study Abroad

Sections 2.4 - 2.8

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

At this point, we have appropriate staffing for the program. If we expand the program as detailed below, we will need to revisit the staffing.

2.5 How many students are served? How has this number changed since the last review?

Currently we serve 30-35 students a year, and this has not changed since the last program review. However, with direction from the VP of Instruction, starting in academic year 2015-2016, we are increasing the number of programs we offer. For the 2015-2016 academic year, we are offering Spring and Summer programs, with a total number of students of 55-65. In 2016-2017, we will have one program per semester, with a target of 85-95 total students for the academic year. By 2020, we are hoping to have multiple programs in the summer to

increase the number of students served to around 200.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

There have been a number of changes that have impacted this program. On a global stage, the improving economy has greatly affected the ability of students to attend Study Abroad programs.

The reassigned time for the Coordinator was increased from 3 units per semester to 6 units. A new Administrative Assistant I was approved, who has 40% of her time dedicated to Study Abroad. The Dean of LLRISPS's duties were re-organized so that Study Abroad was wrapped into the overall college plan for Student Success Programs and Services.

This staffing has enabled the program to expand, and the current staffing is appropriate. However, as we increase the number of students served, we will need to revisit this. We anticipate that in academic year 2018-19, the Coordinator's release time will either need to be expanded to 9 units per semester, or the Coordinator will need to receive summer professional expert pay. But if we grow as we believe we can, we will need to hire a Study Abroad Director, someone who has been trained in Study Abroad administration, and then the Coordinator's release time can be brought back to 6 units per semester with no summer professional expert pay.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

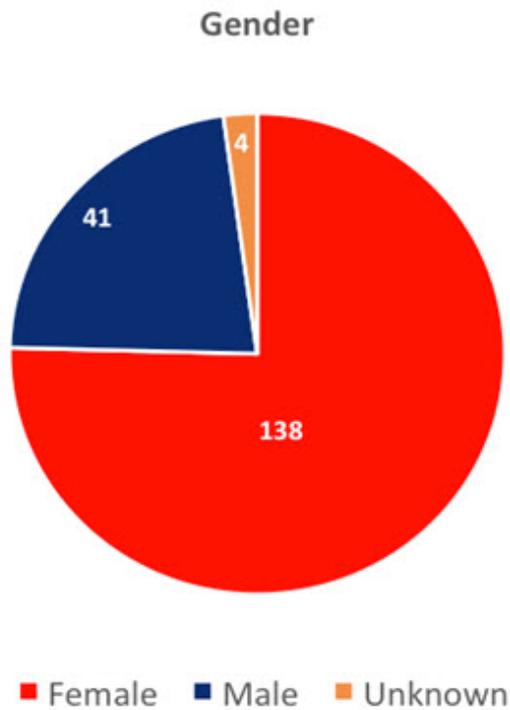
Recently, there have been a number of studies that have included Study Abroad into a group of High Impact Programs (HIPs) that seem to reduce the achievement gap.^[1] This coincides with the U.S. State Department's stated goal of increasing Study Abroad participation among traditionally underrepresented groups in an overall effort to increase student participation to 10% of the total number of college students. Both the State Department and the main international education organization (NAFSA) have identified community colleges as the main way of increasing this percentage.

In addition, the growth of AB540 students at the college means that we need to revisit some of our policies regarding locations, and perhaps work with the legal department of the District, to see how we can include those students in Study Abroad programs.

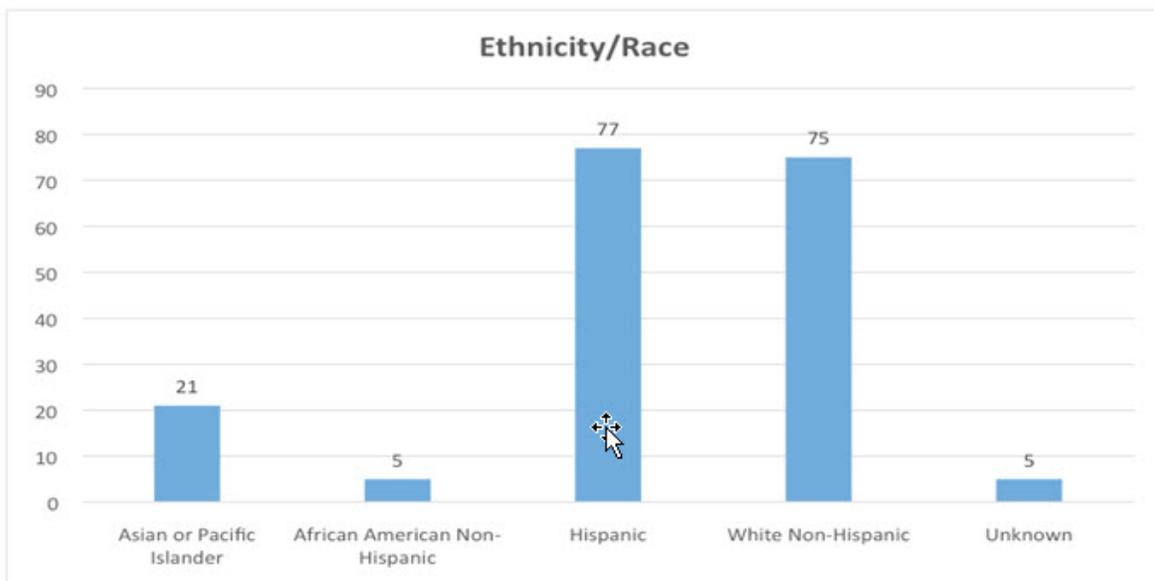
Finally, NOCCCD forms, rules and restrictions and insurance mandates, State Department Warnings and regulations, National Association Foreign Study Abroad et al, FC curriculum requirements, and program vendor requirements also impact our program.

2.8 Provide any other data that is relevant to your self-study.

Below is data prepared by the Office of Research and Planning regarding our programs from 2010-2015:

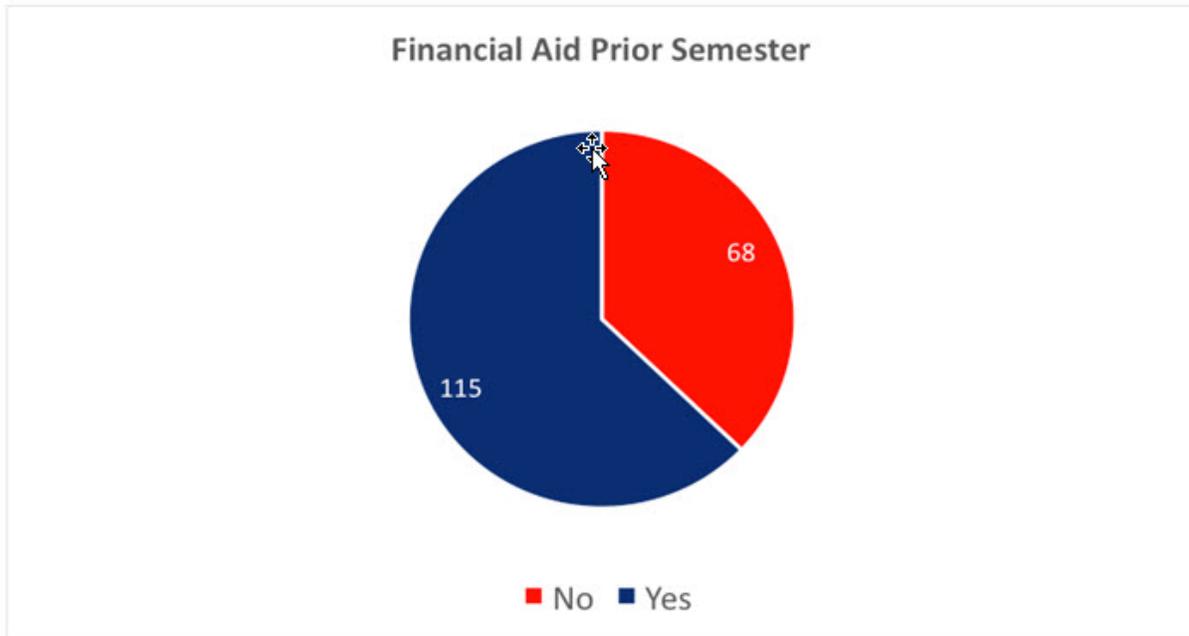


The overwhelming predominance of women on Study Abroad programs is normal across the country. Nationally, about 68% of Study Abroad students are women.

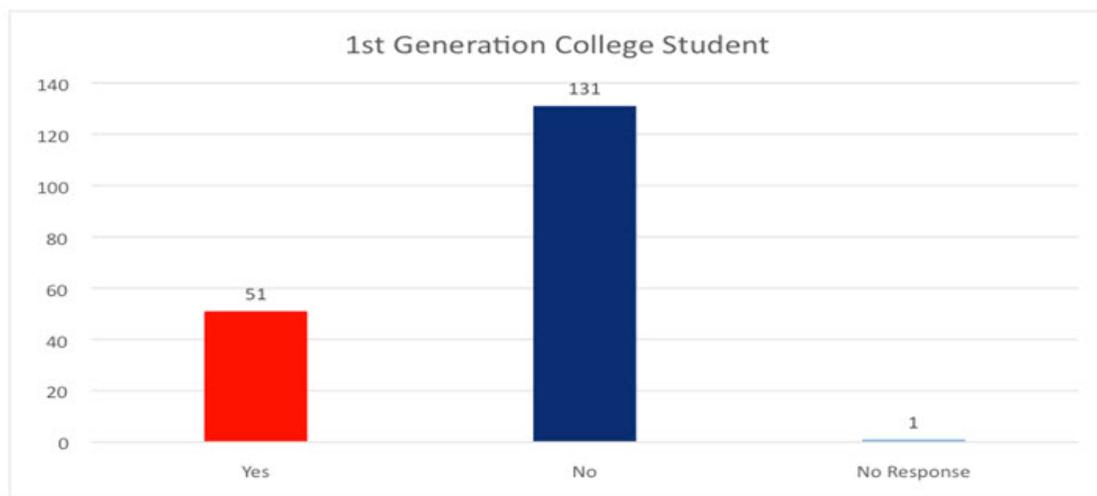


We are unusual among Study Abroad programs in that we have a high percentage of Hispanic

students who go on programs. Nationally, Hispanics make about 7.6% of Study Abroad students; at Fullerton, they make up 44%. Nationally, White students are about 75% of Study Abroad students; at Fullerton, they are 40%. Nationally, Asian students are about 7.5% of Study Abroad students; at Fullerton, they make up 11%. Nationally, African American students make up about 5% of Study Abroad students; at Fullerton, they are 2.7%.



62% of our students receive some sort of Financial Aid. College wide, around 60% of students receive some sort of Financial Aid. Study Abroad’s numbers therefore truly reflect the college.



28% of our students are first generation college students compared to 43% college-wide. This

is a population we need to target.

Completion and Success Rate, by Term and Overall

Spring	Completion	Success
2010	100%	87%
2011	100%	96%
2012	99%	99%
2013	100%	94%
2014	100%	98%
All Spring	99%	95%

We have extremely high retention and success. But it's important to remember that students who go on these programs are usually towards their end of the time at Fullerton College, and they have to demonstrate academic success in order to go.

[1] https://www.aacu.org/sites/default/files/files/assessinghips/AssessingHIPS_TGGrantReport.pdf

PR Section 3.0

Program Review Non-instructional Cycle F 2015 Study Abroad

3.1 - 3.4

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

1. Compared to Study Abroad programs nationwide, we serve the Hispanic population at a much higher rate. This might be due to the demographics of the college, which is now 51% Hispanic. Nevertheless, we have been able to have highly diverse programs. And since Study Abroad has a very high success rate, we are helping the college with reducing the achievement gap between Hispanic and White students.

2. Students report high satisfaction with the program. They're success at SLO 1 shows that we are achieving our main goal: the internationalization of students going abroad. We also have success in SLO 2 and our SAO.

3. Faculty who lead programs have reported great satisfaction with the program, particularly in the way they are able to grow as instructors, and develop and explore new instructional techniques.

4. We have planned programs 2-years out. In order to allow students and their counselors to incorporate Study Abroad into education plans, we needed to give students advanced

information. We have done that -- programs are planned through Summer 2018, and we will remain two years planned out through a yearly solicitation of faculty proposals.

5. We achieve the program's mission; we provide "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."

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

1. We need to attract more men into the program. This is a weakness in Study Abroad programs in general. The Dean of LLRISPS and the Study Abroad Coordinator have attended conferences about this topic, and we are developing strategies of attracting more men.

2. We have problems with marketing. We don't have a sustainable written policy, and despite research that demonstrates what techniques work, we have not been able to convince faculty and staff that techniques we know are effective are, in fact, effective.

3. We need to create a more effective strategy for helping students finance Study Abroad trips as an effort to attract more students from underrepresented groups, 1st generation students, and students with financial aid. Money should not be the main reason why students don't go on programs. There is a lot of money available for Study Abroad, and students need to know this.

4. We need to solicit help from the entire campus community for promoting Study Abroad and efforts towards internationalization and global awareness. This is one of the ISLOs of the campus, and the Study Abroad program is particularly well-poised to help students reach this outcome. However, we need to make awareness of the program more pervasive, a culture of Study Abroad.

5. We don't have a policy and procedures manual, so that when new people are hired or appointed, they need to learn the job from scratch.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

1. We need to expand the types of programs we offer. We would like to increase the number of students served, but realistically, we can only have one semester-length program per semester. However, the growing trend nationwide is short term programs such as summer and intersession programs. In this way, we can appeal to a broader array of people who may not be able to commit to 13 weeks, but may be able to commit to a 3-5 week program.

2. We need to capitalize on the findings by outside researchers that Study Abroad is a High Impact Program. Study Abroad could be a greater part of the college's Equity Plan, and the Study Abroad program could partner with other programs on campus to increase visibility and population served. For example, this semester we are partnering with EOPS/CalWorks/Foster Youth to make this population aware of Study Abroad.

3. It might be useful to explore a wider variety of relationships with outside vendors. Right now we work only with one, but this puts us in a possible vulnerable position, either if the company begins being unable to meet our needs, or because the lack of competition raises prices. The Dean and Coordinator need to explore other vendors.

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

1. Nationally studies have shown that Study Abroad has a major effect on student success; however, we've never studied our own population. We think it would be important to see the

effects of the program on students after they leave Fullerton College, so we can demonstrate to the campus the value of the program.

2. As we increase the number of programs, the level of staffing may not be sufficient. We anticipate needing greater staffing by 2018. The current staffing has been appropriate to expand the program. However, as we increase the number of students served, we will need to revisit this. We anticipate that in academic year 2018-19, the Coordinator's release time will either need to be expanded to 9 units per semester, or the Coordinator will need to receive summer professional expert pay. But if we grow as we believe we can, we will need to hire a Study Abroad Director, someone who has been trained in Study Abroad administration, and then the Coordinator's release time can be brought back to 6 units per semester with no summer professional expert pay.

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015 Study Abroad

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
<p>1. Students will be able to recognize the values of a foreign culture and compare these values to those learned in the United States.</p>	<p>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</p>	<p>All students in the focus groups could do this</p>	<p>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</p>
<p>2. Students will be able to apply an understanding of the broader global community to plan and execute personal and/or professional goals.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>
<p>3. Students will be able to synthesize the Study Abroad pedagogy of course/community content as a learning resource.</p>	<p>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.</p>	<p>The students had the most difficulty with this SLOs. They often had to be prompted to understand the implications of this question.</p>	<p>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.</p>

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 Study Abroad

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 5.0

Program Review Non-instructional Cycle F 2015 Study Abroad

5.0

5.1 List the goals from your last self-study/program review.

1. Develop Student Activity Outcomes
2. Develop an Assessment Methodology for SAOs
3. Expand the program back to the three trips per year
4. Develop a more organized and publicly available marketing and outreach plan.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

1. We developed 3 SLOs and one SAO for the program.
2. We developed an assessment methodology and did one assessment. However, we are going to change this methodology so we can be more consistent and assess students towards the end of the program.
3. We will have three trips a year starting in 2017-2018.
4. This is an area in which we have had limited success, and will be included in our strategic action plan for this program review. It was a long-term goal in the previous review.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

1. We noted that we have SLOs and an SAO.
2. We did an assessment, but when we discussed this in the committee, we realized the weaknesses in the methodology, which is why we're changing it.
3. We have scheduled 3 programs starting in 2017.
4. We haven't really made much progress on this yet.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

1. The articulation of SLOs and SAOs, and the assessment of them, allowed us to guide the faculty on the programs towards certain experiences that would help students achieve those

goals, in particular, using the host cities as laboratories of cross-cultural difference, internationalization, and global awareness.

2. As part of the effort to increase the number of programs, we have scheduled programs through Summer 2018 to let students and counselors have that information when producing educational plans. In addition, this will allow students to go on trips when it's educationally appropriate as opposed to time necessary (in other words, only 1 trip a year means students have to go on that trip, whether it makes sense in their educational plan or not). In turn, we're anticipating a greater commitment amongst students towards the specific SLOs of the courses being offered on any specific program.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

1. The only resources that were allocated were human resources: an increase in the release time for the Coordinator, the hiring of an Admin I who is 40% assigned to Study Abroad, and a restructuring of the Dean of the Library/LLRISPS to wrap Study Abroad within a broader context of student services. This allocation has allowed the Program to plan, coordinate, and communicate more successfully and efficiently with students, faculty and staff.

5.6. If funds were not allocated in the last review cycle, how did it impact your program?
N/A

PR Section 6.0

Program Review Non-instructional Cycle F 2015 Study Abroad

SAP

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

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,	We believe, based on national studies, that our program

<p>including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>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.</p>	
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Develop a clearer picture of the long-term effects of Study Abroad to help promote and expand the program.</p>	
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>All of it.</p>	
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>		
<p>Type of Resource</p>	<p>Requested Dollar Amount</p>	<p>Potential Funding Source</p>
<p>Personnel</p>		
<p>Facilities</p>		
<p>Equipment</p>		
<p>Supplies</p>		
<p>Computer Hardware</p>		
<p>Computer Software</p>		
<p>Training</p>		
<p>Other</p>		
<p>Total Requested Amount</p>		

STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name: (formerly called short-term goal)	Increase the number of programs to one per semester and summer.	
List College goal/objective the plan meets:	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	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	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.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase the number of students served from 30-35 per academic year to 85-90.	
What specific aspects of this SAP can be accomplished without additional financial resources?	All of it.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		

Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

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.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		

Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

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 150 words or less.	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 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.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training	\$2500	Student Equity
Other		
Total Requested Amount	\$2500	

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.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

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	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

150 words or less.	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.	
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$2,500	Student Equity
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$2,500	

PR Section 7.0

Program Review Non-instructional Cycle F 2015 Study Abroad

7.0

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

1. By academic year 2019-2020, we want to increase the number and types of programs we offer during the summer and intersession. We want to wait until we have a full-year of programs before we expand further to make sure we have enough interest. If the promotion of the Summer programs to Dublin, London, and Madrid are particularly successful, we may increase the number of programs earlier. To do this, the Study Abroad Coordinator will need either more release time, preferably 9 units per semester, or the Coordinator will need Professional Expert pay for the summer months. In addition, the administrative staffing may be not be sufficient.

It's important to note that every program we add increases the amount of work equal to having just one program. In other words, there is no scaling effect in the workload. This is why we want to expand slowly and deliberately.

The ultimate goal of the program would be to hire a Director, a Study Abroad professional, who would manage the program, with the program serving 250-300 students annually.

PR Section 8.0

Program Review Non-instructional Cycle F 2015 Study Abroad

8.0

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The Study Abroad program achieves its mission of “provid[ing] 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.” We have very high retention and success, and we serve a wide variety of students. There is no achievement gap in our program. Study Abroad has been identified as a High Impact Program, and so should be part of college’s Student Equity efforts.

The program is seeking to expand its offerings, and as such, has planned for a program per semester/summer starting in Spring 2017. After academic year 2017-18, we will evaluate the interest among students and the amount of work doing 3 programs a year takes, and then seek to expand the number of types of short-term programs we offer, with a hope of expanding to serving 200-300 students per year starting in academic year 2019-2020.

The amount of resources we currently have for the program are sufficient, but if the program expands as we plan, we will need to revisit the personnel resources, with the ultimate goal of hiring a Director, a Study Abroad professional, to manage the program.