



Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

NOCCCD Study Abroad Program

Library/ Learning Resources, Instructional Support Programs and Services

Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

Participants in the self-study

Angela Henderson, Study Abroad Program Coordinator
 Carina Valencia, Library/Study Abroad, Administrative Assistant II
 Dr. Dani Wilson, Dean Library/Learning Resources, Instructional Support Programs and Services
 Study Abroad Committee

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Angela Henderson	<i>Angela Henderson</i>	Faculty Coord.	1.4.23
Printed name of Principal Author	Signature	Title	Date
Dani Wilson	<i>Dani Wilson</i>	Dean	1.4.23
Printed name of Department Manager	Signature	Title	Date
Printed name of Dean or Immediate Management Supervisor (IMS)	Signature	Title	Date

1.0 Mission and Goals

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: Study Abroad program offers a unique pathway to advance student learning and achievement for students who seek educational growth and global awareness. The Study Abroad program fosters the same inclusive and supportive environment that Fullerton College offers its students here on campus.

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, students develop soft skills employers and industry seek. All three of the program's SLOs specifically address aspects of the Vision.

Core Values:

Community: As a faculty-led program, our study abroad creates a cohort model; therefore, everyone is responsible for everyone. Students and faculty look out for one another and help each other with their educational and personal goals. Students have increased opportunities to interact with the faculty. It's hard to underestimate the ways in which Study Abroad creates deeply connected supportive communities.

Diversity: The Study Abroad program reflects the diversity of the college's student body. In fact, we are more diverse than the traditional Study Abroad program world-wide. We are also planning programs in more diverse locations (Buenos Aires, Cape Town, and Kyoto) and in more diverse types (CTE focus, short-term, as well as offerings in winter intersession and summer), in order to meet diverse students' needs.

Equity: Our students have a variety of ways to access information about study abroad programs. Moreover, we implement strategies to increase the sense of belonging students have in the study abroad program environment.

Excellence: 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. Likewise, in Kyoto, the traditional is represented in the buildings and temples juxtaposed to new modern buildings and thriving business areas. In terms of program excellence, the Study Abroad program was ranked 3rd in the CIEE Open Doors International Educational Exchange report of 2019 leading institution by mid-length duration and institutional type for Study Abroad in 2017-2018. Additionally, for the past two cycles, Study Abroad was recognized as a top awarding community college by the US Department of state for working with students on the Benjamin A. Gilman Scholarship.

Growth: While the growth and learning potential for students is very strong, it's important to note that Study Abroad Programs are often deeply important for the growth of faculty as well.

Inclusivity: 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. Every effort is made to recruit students and communicate to them that study abroad program is open for them, including disabled students and veterans.

Innovation: 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 Cape Town program learned about the sustainability programs and conservation efforts within the city that, for the most part, are lacking in the United States. Faculty are encouraged to be innovative with their curriculum and to reflect the values of the host country as much as possible.

Integrity: In addition to BP 5500 which all students must follow, study abroad students sign additional code of conduct agreements before they leave for their foreign destination, and they are expected to adhere to them. Students are sent home if they do not abide by this code of conduct. As a program, we work to ensure we are implementing the best practices of DEIA in all aspects of our program and staying abreast of successful strategies within the field.

Partnership and Respect: 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. As a program, we work to partner with various student groups and stakeholders on the Fullerton College and Cypress College campus to recruit and support students.

Responsibility: 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. Further, students are expected to remain responsible for themselves while living away from their families in a foreign country. This experience heightens students’ sense of personal responsibility.

College Goals:

1. **Promote Success for every student:** Study abroad students have higher GPAs than the average FC or CC student. Further, Study Abroad is one of the AACU's (American Association for Colleges and Universities) High Impact Practices: <https://www.aacu.org/trending-topics/high-impact>. Moreover, Study Abroad is also identified as a High Impact Practice for Historically Underrepresented Minority Students: <https://www.centerforengagedlearning.org/resources/high-impact-practices-and-historically-underrepresented-minority-students/>
2. **Cultivate a culture of equity:** Students who study abroad will develop deepened global awareness. This leads to greater empathy as well as an enhanced culture of diversity, equity, inclusion, and anti-racism.
3. **Strengthen connections with our community:** Our Study Abroad Scholarship Fundraiser events connect with the community and develop awareness of our program and the unique outcomes for soft skills businesses look for in graduates. These fundraisers include dinner and wine pairing events, paint nights, and even a community trip abroad.

4. **Commit to accountability and continuous quality improvement:** Our programs commitment to accountability and continuous quality improvement is evident in our programs pivot during COVID to online recruitment and improved pre-program and onboarding processes. A Canvas Course for faculty was developed by the Study Abroad Coordinator to address access, inclusion, diversity, and equity while leading a study abroad program.

2.0 Program Description/Data & Trends Analysis

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

Purpose: The Study Abroad Program’s purpose 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.” We offer courses that 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 asset. 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 Study Abroad 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. With COVID, the program pivoted its recruiting strategy to an online environment that included: Zoom information sessions, scholarship workshops on Zoom, marketing on Facebook, Twitter and Instagram as well as conducting Instagram live sessions. The Study Abroad Coordinator added online office hours to meet with students and answer questions. The typical print documents were converted to Canvas materials and distributed to both campus communities. The Study Abroad Coordinator “visited” classrooms as invited when it was a Zoom session. As instruction has returned to campus, the online activities have continued, but the prior in-person classroom visits have resumed along with the presentations at department and division meetings; attending student fairs; tabling at quad events; and networking with student groups on campus. Answering email inquiries is still a significant portion of the time spent for the Study Abroad Coordinator, and in the absence of an Administrative Assistant from January 2022 to July 2022, the Coordinator assumed these duties. The addition of online office hours as a designated weekly meeting time for students has provided additional support in scholarship applications and addressing program-specific questions. During COVID, the website was completely revamped, and the Study Abroad Coordinator worked with the Office of Campus Communications to make changes. This relationship has been cultivated to increase presence in campus communications and the Study Abroad Program has been highlighted in the President’s Weekly and in The Hornet. During COVID, the student application process had to be converted to

an online format which also allowed students to apply for all future programs. The volume of applications received has tripled. Students complete a Zoom interview with the Study Abroad Coordinator and program faculty. With programs continuously rescheduled for future dates due to COVID, the study abroad office interviewed hundreds of students to fill the first scheduled programs in 2023.

3. Scholarship Support: The study abroad program redoubled its efforts to get more scholarship information to students after being accepted in the program. COVID provided a unique opportunity to get students accepted to programs early (over a year out), and to give them additional counseling about funding the program. The Study Abroad program has worked with the Dean of Counseling and Student Development to identify counselors who are informally assigned to the Study Abroad Program. These counselors are particularly cognizant of the needs of the students who participate in study abroad. Students must obtain an educational plan with the study abroad courses recorded and submit it to the program office. Students are encouraged to meet with financial aid early to plan for their time abroad. In partnership with our vendor, AIFS, the Study Abroad Coordinator developed a new presentation on Creative Fundraising ideas that include project ideas, Go Fund me resources, and financial planning tips. The Study Abroad Coordinator also met with students on Zoom to review the process to go over the Benjamin Gilman scholarship application and the Fund for Education Abroad application.

4. Pre-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 the U.S. State Department and foreign government offices, cultural norms in the foreign culture, DEIA-related awareness in terms of the host country as well as within the study abroad group, alcohol and drug awareness, sexual assault and safety.

5. Semester of Program: Program faculty in semester length programs teach 12-units of Fullerton College curriculum and receive 3 units of release time. Summer or intersession faculty teach 3-4 units, with \$1000 of professional expert pay in lieu of release time. Program faculty 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 NOCCCD 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 coordination 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 LLRISPS 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.

6. 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 employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers					
Dean Library/LLRISPS	1	15%	12	General	.15
Classified					
Administrative Assistant II	1	85%	12	General	.85
Faculty (full-time) 6 units reassigned time	1	40%	10	General	.40
Faculty (Adjunct)					
Hourly - Adult					
Hourly - Student					
Professional Experts (Summer Only)	1	40%	2	General	.40
	Total FTE				

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				
AIFS (Vendor)	Help marketing and answering questions	5/week	0	N/A
Volunteers				
Interns				
Total Hours & Costs				
	Total FTE			1.8

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

The staffing level is much too low to support this robust program. As we continue to expand the reach and scope of the Study Abroad program, we need to consider commensurate personnel support.

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

We had a two-year pause during COVID. We had a filled program abroad in London, England, during the spring of 2020, but we had to cut the program short and bring the faculty and students home to complete the classes at home in Fullerton. Now that we are getting towards the end of the pandemic, we are once again launching our programs, the first of which is set to commence in the spring of 2023 in Sevilla, Spain.

Before the pandemic, we were sending approximately 100 students abroad every year (30-35 in the spring, 30-35 in the fall, 25-30 in the summer, and 20-25 in the one winter program we launched). Moving forward, we plan to send closer to double that abroad each year. We still plan to launch one fall and one spring semester-length program, but we are now entertaining two summer programs, a couple of short-term programs in CTE disciplines, and a community program for NOCCCD staff members and their guests.

Note: Fall and spring programs are considered “semester-length” and run for approximately 2-3 weeks on campus and 13-14 weeks abroad; summer programs generally run 1 week on campus and 4-5 weeks abroad; short-term CTE programs generally run 4-5 weeks on campus and 1-2 weeks abroad; and the community program runs approximately 10 days abroad in the summer.

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

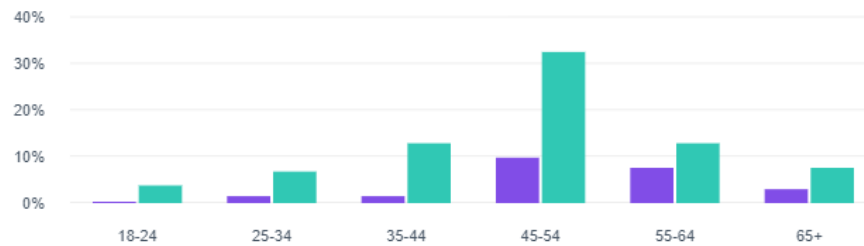
Since the program went to an online recruiting effort, the demands on the study abroad program staff and the faculty leading the programs increased. The program faculty stepped up and created videos and other online materials to reach students. Leonor Cadena and Kathy Standen created four videos for the Study Abroad YouTube program. Kathy Standen recruited marketing professor, Wyeth Watkins, who used Study Abroad program marketing on Facebook as a sample project for his students. The Program Coordinator was allowed to keep the student work (Facebook ads) and learn from it. Since programs had to be rescheduled, the efforts for recruiting for Sevilla, especially, were doubled what is typical for faculty to fill a program. We were successful in using Facebook, Instagram, and Twitter to recruit students and share information. Currently we have 118 followers on Facebook, 851 on Instagram, and 19 on Twitter. Moreover, these social media platforms track data, so we can see a brief profile of who we are reaching.

Audience

134 Facebook followers




Age and Gender

Men 23.50%
Women 76.50%



Facebook and Instagram

985 unique followers across apps

 Following only on Facebook	118
 Following only on Instagram	851
 Following on Facebook and Instagram	16

With the online application, we chose to begin accepting students for all programs to encourage them to engage in long-range planning. Since October 2020 we have received 370 applications. This has increased the workload because prior we would interview for one program at a time. Now we interview as the applications come in. For instance, our Paris, Spring 2024 program has 21 applications (over a year out). This is ideal because students can get accepted and begin preparing, which includes applying for financial aid and scholarships, fundraising on their own, and creating their educational plan.

Another significant change has been in our recruitment efforts. We have found students need to hear about programs multiple times to gather all the information necessary to prepare. We went from offering one information session per program per semester to weekly Zoom sessions. We were surprised that students attended information sessions on Zoom repeatedly even after being accepted into the program which was not part of past practice. This has increased the contact time with the program coordinator and program faculty that served as a conduit for us to increase our support of students in preparing to go abroad. More students have been applying for scholarships than in the past. From a marketing perspective, many students, especially students who are less likely to participate, need to hear about the details multiple times and have questions answered before committing to going.

Study Abroad continues to expand. As of two program review cycles ago, we used to offer one semester-length program per year. As of our last program review cycle, we began offering three or four programs per year (two semester-length programs, a summer program, and—occasionally—a winter program). Currently, we plan to offer five to seven programs per year (2 semester-length programs, 1-2 summer programs, an occasional winter-program, 1-2 CTE

short-term pilot programs, and a community program). This places an added burden on the program/office personnel.

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

Because safety and security of our students is our primary concern, we regularly monitor the US State Department's website to ensure that the countries we intend to visit are at a level "1" or "2." We have made a commitment to our District to never travel to a country that is listed as a "3" or a "4."

NOTE: Level 1 = "Exercise normal precautions;" level 2 = "Exercise increased caution;" level 3 = "Reconsider travel;" and level 4 = "Do not travel."

According to the AACU (American Association for Colleges and Universities), Study Abroad (Global Learning) is considered a "High Impact Practice," (<https://www.aacu.org/trending-topics/high-impact>) and study abroad is also identified as a High Impact Practice for Underrepresented Minority Students (<https://www.aacu.org/trending-topics/high-impact>). We regularly review these trends in higher education to ensure that our disproportionately impacted students are taking advantage of these powerful learning opportunities.

Before sending students to any specific country, we spend time reviewing the laws, rules, and regulations that exist in said country in order to ensure that we have the best, most current information to share with our travelers. For example, Japan has very strict laws concerning medications, both prescribed as well as over-the-counter. We gather the appropriate information so that our students are informed ahead of time in case they need to make alternate plans with their medical professionals. We also help the students gather and complete the necessary paperwork to properly enter the various countries that we visit. This includes assistance with securing a passport, medical exemptions, travelers, and supplementary medical insurance, etc.

Since 2020, we also make sure students understand the COVID policies in the various countries, including vaccination/booster requirements, masking mandates, supplementary forms, etc. In addition to country requirements, we also stay abreast with the dynamic campus and district policies as well as the policies of our vendors.

We regularly review the IIE (Institute for International Education) "Open Doors" reports in order to understand which countries are the most viable for study abroad programming. This viability includes location, duration, course/disciplines, etc. We also contribute to this report as well, as the community college is a unique facet of the student study abroad arena.

As we work to enhance our DEIA work and our commitment to providing greater access to disproportionately impacted student groups, we work closely with the Diversity Abroad program. This includes regularly attending conferences, workshops, webinars, etc. to better understand how to recruit and retain students of color on our programs. The Study Abroad Coordinator has also completed the semester-long "Diversity Abroad Training" and used that information to inform a Canvas course that she developed to be used by program faculty in

anticipation of their student abroad programs. She earned a certificate for this semester-long professional learning course.

Finally, in an effort to support students financially, we regularly help students to apply to several scholarships and funding opportunities. The Benjamin A. Gilman scholarship is open to Pell-grant recipients who apply. We regularly have multiple students who receive this scholarship annually, and **our program was named a “Top Producer” of Gilman Scholarships for the last two cycles.** The Study Abroad Coordinator maintains current knowledge of the changes and updates to this scholarship and regularly helps students apply. In fact, this past year, the Gilman Scholarship added a new essay topic, which brought the total essay submissions to three per student. Similarly, Fund for Education Abroad offers financial support to students who study abroad, and our Study Abroad Coordinator works with student applicants to ensure that their paperwork is complete and accurate. Lastly, the Study Abroad office works to host several fundraising opportunities that put money directly into the hands of our most vulnerable students to make studying abroad a reality for them. These fundraising opportunities include paint nights, wine pairings, GoFundMe accounts, and the ability to opt into payroll deduction to support our scholarships, a community program abroad, to name a few.

- 2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

After collecting a survey of English 100 and English 101 students in fall of 2019, Danielle Fouquette presented 6 recommendations from her sabbatical to the Study Abroad Committee on February 13, 2020.

These are as follows:

1. Use Study Abroad alumni as ambassadors for the program.
2. Administer the Study Abroad Interest Survey annually to students in English 100/101.
3. Work with Counseling Division to identify ways to include studying abroad in the development of an educational plan.
4. Identify “Target cities” for one or two semesters in a two-year planning cycle.
5. Include topics related to equity abroad in INDS 298F course outline.
6. Require equity training specific to study abroad for all faculty leading a program.

The Study Abroad Program has addressed all of the above recommendations.

1. Study Abroad alumni of the Sevilla, Spain Spring 2023 program who are recipient of a Study Abroad Scholarship will serve as ambassadors in summer and fall 2023.
2. With the COVID pause, we will administer the study Abroad Interest Survey in fall 2024 after we have launched a year of programs.
3. We have designated Study Abroad counselors and require students to obtain an educational plan with study abroad courses.
4. We have taken steps to identify target cities (including Seoul, South Korea) for future study abroad destinations.
5. The IND 298F course outline has been completely revamped to include equity-related topics.

6. A Canvas course that focuses on access, inclusion, diversity, and equity has been designed for faculty. This training as well as mental health training will be required for all faculty leading a program in 2024. Faculty leading programs in 2023 have been strongly encouraged to participate.

Student success/retention data from these courses:

For our summer 2018, Fall 2019 and Winter 2019 courses we had 129 students participate with an 87.6% success rate and 95.3% retention rate.

Summary by Gender

Row Labels	Count	Percent	Success Rates	Retention Rates
FEMALE	46	35.7%	82.6%	91.3%
MALE	67	51.9%	95.5%	97.0%
NON_BINARY_TRANSGENDER	15	11.6%	73.3%	100.0%
UNKNOWN	1	0.8%	0.0%	100.0%
Grand Total	129	100.0%	87.6%	95.3%

Summary by Ethnicity

Row Labels	Count	Percent	Success Rates	Retention Rates
American Indian	4	3.1%	100.0%	100.0%
Asian	11	8.5%	100.0%	100.0%
Filipino	1	0.8%	100.0%	100.0%
Hispanic	54	41.9%	85.2%	90.7%
Two or More Races	17	13.2%	94.1%	100.0%
Unknown	3	2.3%	66.7%	66.7%
White	39	30.2%	84.6%	100.0%
Grand Total	129	100.0%	87.6%	95.3%

Summary by Age

Row Labels	Count	Percent	Success Rates	Retention Rates
19 or Less	57	44.2%	86.0%	96.5%
20 to 24	63	48.8%	88.9%	93.7%
25 to 29	3	2.3%	100.0%	100.0%
30 to 34	1	0.8%	100.0%	100.0%
35 to 39	3	2.3%	100.0%	100.0%
40 to 49	2	1.6%	50.0%	100.0%
Grand Total	129	100.0%	87.6%	95.3%

Interestingly. In the IIE Open Doors Report for 2021, they indicated that only about 32% of Hispanic-identified students study abroad even though US colleges and universities are made up of approximately 46% Hispanic-identified students. **Our 41.9% for three programs is above the national average.**

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

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

The Institute of International Education's (IIE) Open Doors report for 2021 indicated that 2,286 U.S. community college students studied abroad in 2019/20. Our efforts to expand access to study abroad experiences are evident in the number of students we send abroad each year.

Our student population participating in study abroad programming is highly diverse, and the students who participate have higher than average success and retention rates. We continue to make every effort to promote study abroad to student populations least likely to study abroad. Fullerton College is one of a few community colleges with a study abroad program. Fullerton College has received recognition for our study abroad programs by IIE and Benjamin Gilman.

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

We are working to improve our information distribution and marketing to students who need more information on funding and scholarship opportunities. The Study Abroad Coordinator increased the number of scholarship workshops offered from 1 per semester to 5 each semester in 2022. The Study Abroad Coordinator did research to additional scholarship opportunities. The workshops familiarize students with the basic application process and provide additional links for scholarships. This is all made difficult, however, by the fact that the Study Abroad office is made up 3 people who are working on this program part-time. We need more support to address this weakness.

The other weakness in our program is the low numbers or participation by our black students and male students. Although this is a trend nationwide in many study abroad programs, we would like to see these numbers increase in our 2023 and 2024 programs. We are working with the Umoja program to promote our program to our Black-identified students. We plan to increase our efforts to enroll more male students by continuing to share targeted study abroad information with the MAS conference (Males Achieving Success) as well as other similar programs.

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

COVID allowed the study abroad program to brainstorm creative ideas for students to fundraise money to help pay their study abroad program fees and focus more on support for scholarship applications. It also provided a two-year timeline for pre-program planning, recruiting, and preparing to launch our first programs in 2023.

Allowing students to apply for study abroad programs 12-14 months before the beginning of the program gives students sufficient time to plan and prepare. We have seen more students attend multiple information sessions, and we have had more opportunities to meet with students after they are accepted into a program and prior to departure.

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

Our faculty recruitment process solicits applications, and the committee chooses from the destinations suggested and courses offered. We would like to increase the diversity of the faculty leading study abroad by encouraging a wider variety of faculty to apply for study abroad programming, including faculty from diverse backgrounds.

We would also like to see a greater diversity in the majors that are studying abroad. For example, few STEM majors study abroad due to the rigorous academic schedule. By offering more short-term programs we hope to see this improve.

4.0 Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	Students will feel more prepared to study abroad after completing all of our pre-departure activities.	Fall 2022/ Spring 2023/ Fall 2023	We will analyze the data after completing our first program post-COVID.	We updated our program activities during our study abroad “hiatus” through the pandemic.	N/A
2.	Students will apply their study abroad experience to their personal and/or professional goals.	Spring/Fall 2023	We will analyze the data after completing our first program post-COVID.	We updated our program activities during our study abroad “hiatus” through the pandemic.	N/A
3.	Students will develop deepened global awareness.	Spring/Fall 2023	We will analyze the data after completing our first program post-COVID.	We updated our program activities during our study abroad “hiatus” through the pandemic.	N/A
4.	Faculty will support students’ recognition of foreign cultures by using the study abroad location as the classroom.	Spring/Fall 2023	We will analyze the data after completing our first	We updated our program activities as well as our faculty	N/A

			program post-COVID.	application during our study abroad “hiatus” through the pandemic.	
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4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	Students will feel more prepared to study abroad after completing all of our pre-departure activities.	Students will report feeling more prepared to study in a foreign country.	A survey	Yes	That the activities we conduct to better prepare students for going abroad are effective.
2.	Students will apply their study abroad experience to their personal and/or professional goals.	Students will be able to discuss their study abroad experience (in applications, their resume/cover letters, etc.) in a way that contributes positively and significantly to their personal and professional goals.	A survey and possibly a focus group	Yes	That students have been able to synthesize their study abroad experience in such a way that they can aptly discuss it in educational or employment applications, resumes, cover letters, etc.
3.	Students will develop deepened global awareness.	Students will report having a deeper sense of the cultural values and expectations of their visited foreign	An assignment in the required INDS class that students take abroad.	Yes	Students will demonstrate that they have a better understanding of the varying cultural values of the host country (in

		country as compared to the cultural values they experience here in the US.			comparison to the cultural values at home in the US).
4.	Faculty will support students' understanding of foreign cultures by using the study abroad location as the classroom.	Students will report that the use of the country itself as the classroom has deepened their understanding of the host country's culture.	We will collect faculty assignments from each course taught abroad.	No	Faculty assignments will demonstrate enhanced content integration with their knowledge and use of the host country.

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

Due to the pandemic, we haven't conducted a full program since the fall of 2019. However, we have reviewed our student outcomes and have made improvements based on DEIA-related goals.

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

We have focused on DEIA-related outcomes so that our most vulnerable populations are experiencing high levels of engagement with our program. We also aim to enhance the support we provide to our disproportionately impacted student groups. In addition, students who study abroad will experience a high-impact program, as defined by the AACU.

4.5 What challenges remain to make your program outcomes more effective?

It remains a challenge to recruit for and fill our programs. We are also focusing on recruiting the student populations least likely to go abroad. These populations include our Black/African American students and men of color, in general. We are also working to recruit more Veteran-identified students. Although many of these students have ample experience being in a foreign country, few have educational experiences in foreign countries.

4.6 Describe how the program's outcomes are linked to the college's goals.

The program's outcomes support all four of our college goals.

a. Promote Success for every student

By enhancing our pre-departure activities, students will feel more prepared to study abroad. This, in turn, will lead to enhanced success in their classes. Further, as students apply their study abroad experience to their personal and/or professional goals, they will experience greater success in their academic pursuits, careers, and personal lives. In general, study abroad students enjoy higher success and retention rates while abroad than the general student population at home.

b. Cultivate a culture of equity

Students who study abroad will develop deepened global awareness. This leads to greater empathy as well as an enhanced culture of diversity, equity, inclusion, and anti-racism.

c. Strengthen connections with our community

By developing an international travel community program, we intend to do two things: orient our greater district community about the benefits of studying abroad by bringing them to the countries themselves and exposing them to the various cultural activities that our students engage in. Further, \$300 from each paying participant in our community program goes directly into our student scholarship fund, thereby making study abroad a more viable option for our most disadvantaged students. In our previous program review (as well as supplementary program assessments), we have identified financial need as a significant barrier for students to participate in a study abroad experience. This is particularly true for our most vulnerable populations.

d. Commit to accountability and continuous quality improvement

By holding Study Abroad program faculty accountable to include course assignments that use the host country as a classroom, students' understanding of foreign cultures will be enhanced and strengthened.

4.7 Describe how the program's outcomes support the achievement of the [institution level SLOs](#).

Our program achieves the Global Awareness institutional Student Learning Outcome.

A. Our students are able to demonstrate an "an understanding of the world" at the completion of the program.

B. The Study Abroad Program provides opportunities for students "to interface with people from a variety of backgrounds and analyze different cultural beliefs and behaviors." The faculty design their courses in order to address key political, social, economic and cultural issues of their site including how it impacts the local community, and the country. Students are asked to evaluate the values and beliefs of the site culture to those of the United States.

C. Our cultural activities planned for each program include exposure to the host culture including museums, theater, soccer matches, and cooking classes.

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

We use surveys, focus groups, and course success and completion data.

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

The above assessments indicate that our programs are highly effective. Students who study abroad enjoy higher than average success and retention rates.

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

The data gathered from our surveys and focus groups have directly led to program improvements. Some of these improvements include an increased focus on DEIA-related content, a more comprehensive pre-departure process, a more equitable application process, a race-conscious scholarship process, and enhanced marketing and recruitment strategies based on DEIA-principles.

4.9 At least one outcome listed in 4.1 should address the following:

A. List the outcomes that focuses on individual student learning or actions.

- Students will feel more prepared to study abroad after completing all of our pre-departure activities.
- Students will apply their study abroad experience to their personal and/or professional goals.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

- Students will complete a survey about program's pre-departure activities evaluating the level of support they received in several key areas.
- Students will write an elevator speech, construct a letter for a job and/or develop their transfer application essays reflecting the impact study abroad had on their personal and/or professional goals.

C. Identify a process for using outcome assessment data to improve student services programs

- a. We extract data from our online application form to assess the profile of students applying and improve on recruitment of those populations that are underrepresented. We also look at our student success and retention data of courses as well as diversity of participations in actual programs.

D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

- a. Student success and retention can be used to build dashboards.

4.10 Outcomes Equity Analysis

A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

Participation in study abroad programs is largely made up of white and Hispanic students. We need to increase the participation among American Indian, Asian, Black

and Filipino students. We are working with ASB, Umoja, Legacy and other student interest groups to promote study abroad addressing the specific needs and concerns of these students. The Study Abroad Coordinator completed a semester-length training course by Diversity Abroad that addressed strategies for increasing diversity and inclusion in our program. The Coordinator also completed the Black Ally course by CORA (Center for Organizational Responsibility and Advancement).

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

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

1. Increase diversity in student participation in Study Abroad
2. Develop re-entry program for Study Abroad Students
3. Develop a Policies and Procedures Manual for the Study Abroad Coordinator

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

We successfully increased the participation of males in study abroad from 23% in our previous program review to 52% in this program review. According to IEE Open Doors report (2019/2020) 67.4% of women studied abroad and 32.6% of men. We saw an increase in the number of American Indian students (3.1%) and students who identified as two or more races (13.2%) study abroad. Open Doors reported .5% American Indian and 4.8% multiracial for students who studied abroad in the US in 2019/2020.

Without any study abroad programs during COVID, we did not develop a re-entry program. We intend to do that following our first post-COVID program in the spring of 2023.

A Policies and Procedures Manual has been written by the Study Abroad Coordinator, Angela Henderson, in collaboration with the Dean of LLRISPS, Dani Wilson.

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

- Data provided by our 2019/2020 programs (including success and retention as well as disaggregated data based on student demographics)
- Outcomes from our program (including student satisfaction surveys)
- Evidence provided by the program (including faculty surveys, vendor reports, site visit reports, and student testimonials)

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

- Our outreach efforts and marketing strategies are now targeted to include specific student populations, especially those underrepresented in study abroad participation data.
- Although our pre-program activities were strong for Study Abroad, the pause in launching programs allowed us for a sustained period of time to improve this part of the program. We are better able to support students in terms of financial aid and scholarships in the preparation stage. Now using what we learned we can focus on the re-entry program after the Sevilla students return in May, 2023.

- Developing a manual for the Study Abroad Coordinator allowed for processes to be recorded in a step-by-step approach. However, the manual needs to have updates as the cycle for programs have changed because the online application has allowed us to market for multiple programs at once. Part of the process is more accelerated than it was prior to COVID.

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?

Not applicable

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

Moving to an online marketing strategy is limited because of not having a study abroad line item in the budget. Our Facebook pilot marketing campaign was highly successful because the marketing department has a budget for this class to study Facebook ads. Once our pilot was over with this course, we were unable to reach such a wide audience without paid ads. All of our study abroad videos that were created in the past two years need to be captioned, and the Study Abroad Coordinator was responsible for these videos. **The 6 units of release time is insufficient when considering all of the increased responsibilities and the continued growth of the program.**

6.0 Strategic Action Plans (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:

STRATEGIC ACTION PLAN # 1		
Strategic Action Plan Name:	Increase the diversity, inclusion, and access to our program - specifically target groups such as Black students and male students	
List College goal/objective the plan meets:	College Goal #: 2 Cultivate a culture of Equity Objective #3 Increase outreach to and recruitment of students from underserved populations	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Study Abroad Coordinator will work with campus groups such as Puente and Umoja to provide additional information about study abroad to these student populations. The Study broad Coordinator will be present at new student orientations and First Year Experience program events to promote participation.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	We will see an increase in participation in 2023-2024 programs.	
What specific aspects of this SAP can be accomplished without additional financial resources?	The limit of 6 units of release time for the Study Abroad Coordinator restricts how many events and how much outreach can be accomplished.	
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	Additional 6 units of release time for the faculty coordinator	

Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$50,000	

STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name:	Integrate CTE into study abroad program	
List College goal/objective the plan meets:	College Goal #1: Promote success for every student. Objective #2: Improve students critical thinking	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Study Abroad Coordinator is working with CTE faculty to offer its first CTE program in summer 2024.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	A CTE program in summer 2024 and future programs.	
What specific aspects of this SAP can be accomplished without additional financial resources?	The limit of 6 units of release time for the Study Abroad Coordinator restricts the timeline for this program, as well as marketing and recruiting efforts.	
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	Additional 6 units of release time for the faculty coordinator	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	Revise INDS course with equity focus
List College goal/objective the plan meets:	College Goal #1: Promote success for every student Objective #3: Improve Critical Thinking Skills

Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The INDS course is required for all study abroad programs. It is being revamped with an equity focus and focus on cultural competency and global awareness.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	The new INDS class will be approved through Curriculum Committee that assesses students' awareness of culture and values and beliefs of study abroad location; Course scope and focus reflects equity focus.	
What specific aspects of this SAP can be accomplished without additional financial resources?	The limit of 6 units of release time for the Study Abroad Coordinator restricts the timeline for this program, as well as revising the INDS course.	
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	Additional 6 units of release time for the faculty coordinator	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

7.0 Long Term Plans

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.

The Study Abroad Program would like to continue to expand and to grow over the next four to six years. Specifically, this includes meeting our target of increasing the number of men of color students who study abroad, veterans, and athletes. These target populations often represent another growing trend within study abroad: financial needs for these populations to participate extend beyond covering the costs of the program itself. In fact, more research shows these populations do not study abroad due to the cost of their absence that is incurred by the family. We need to find financial avenues to provide for these costs to the family that is incurred in the students' absence. Finding funding sources outside of scholarships will become a necessity. Additionally, we have seen an increase in DSS students attending study abroad programs, and we want to improve our service to these populations.

In winter intersession 2020, we offered our first short-term study abroad program. If COVID had not interrupted our lives, it would have been the first time we offered study abroad year-round. We plan to offer multiple programs in summer 2024 and in following summers, including our inaugural CTE program. Offering more summer session programs will increase access for special populations such as STEM majors and athletes. Many students in CTE programs would benefit from studying abroad in programs such as Culinary Arts, Automotive or Nursing.

It's important to recognize that every program we offer adds additional work to administer. Moreover, the changes from COVID to online marketing as well as opening future programs to increase student access and allow for educational planning, have doubled the workload.

The Study Abroad Coordinator position is only 6 units of release time, but currently the demand is beyond 9 hours per week. During the summer, professional expert pay has been implemented, but with multiple programs running in the summer, this will become an increased need and focal point *for administration oversight*. Also, the program has grown to have year-round programs with scheduled multiple summer programs in 2024. If this growth continues at the pace outlined above, then the Study Abroad Coordinator position *will need to increase to 12 units release time and consideration to expand to a full-time position*. In addition, the administrative staffing may not be sufficient.

Generation Z students have been characterized as highly anxious with growing rates of depression. Their anxiety as well as a growing number of students with mental health issues has increased the need for training for study abroad faculty. We plan to develop, in conjunction with the Fullerton College Health Center, a mental health and anxiety training for study abroad faculty. We hope to require this training for all faculty who go abroad with our program to better equip our faculty to support our students.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

We need additional release time for the Study Abroad Coordinator to be increased from 6 to 12 units in order to meet the increasing demands of the program.

8.0 Self-Study Summary

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.

In summary, the Study Abroad Program seeks to provide Global Awareness for our students. With less than 3% of community college students in the United States studying abroad, our program is leading in the nation for providing an international learning experience that helps develop highly sought-after job and leadership skills. It is an opportunity for self-growth: 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.

Our program is committed to cultivating diversity in our program and addressing gaps in equity and inclusion. Our work fundraising almost \$20,000 in 2021-2022 is evidence of the commitment to provide this opportunity to our students. We have worked hard to strengthen relationships with our community. Our program review demonstrates the commitment to accountability and continuous quality improvement through our online recruitment and improved pre-program and onboarding processes. We are transforming the training requirements of our faculty who lead the study abroad programs to include a required Canvas course to address access, inclusion, diversity, and equity while leading a study abroad program.

We are anticipating growth in our program offerings, especially in summer, hoping to offer four summer programs including a new CTE program and Community focused program in 2024. Our planning requires a minimum of two years from the acceptance of a new proposal, to obtaining the vendor's proposal, to District Risk-manager approval, to Vice chancellor of Finance approval, to Board of Trustees approval, then recruitment, selection, and sending students abroad. The more students we can accept at least a year prior to departure, the higher likelihood they will receive financial aid and scholarships. In order to increase the

diversity in our participants and offer more opportunities for scholarships, the program must expend significant hours in the recruitment process as this program review details. Although we will move to offering year-round study abroad opportunities in 2023 and 2024, the overall growth and program management will be significantly limited without the increased release time to 12 units for the study abroad faculty coordinator.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college’s mission, programs, and services.

Information on the college’s graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far-right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication

NOTES

In case you don't know, Study Abroad (Global Learning) is listed as one the AACU's High Impact Practices: <https://www.aacu.org/trending-topics/high-impact>

What's more, Study Abroad is also identified as a High Impact Practice for Historically Underrepresented Minority Students:

<https://www.centerforengagedlearning.org/resources/high-impact-practices-and-historically-underrepresented-minority-students/>

<https://www.insidehighered.com/news/2016/06/01/report-examines-impact-national-study-abroad-scholarship-program-low-income-students>

Impact of study Abroad

Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Dani Wilson

Dean, LLRISPS

1.4.23

Printed name of IMS

Title

Date

I concur with the findings contained in this Program Review.

I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:

I do not concur with the findings contained in this Program Review (include a narrative explanation):

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name

Signature

Title

Date



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.