



STUDY ABROAD INSTRUCTIONAL SUPPORT ANNUAL PROGRAM REVIEW and PLAN 2015

1. Program Description/Mission:

The Citrus College Study Abroad program allows students to make normal progress towards their undergraduate degrees while utilizing foreign resources and cross-cultural experiences. Our study abroad programs immerse students in other cultures. This cultural immersion helps students gain an international perspective so they can become more effective citizens in an ever increasing global world. As students live in and learn to understand different cultures, they are challenged to re-examine themselves, their attitudes and their studies.

2. Key functions/goals of this Department/Program:

The Citrus College Study Abroad program supports the college mission in several ways:

- Courses offered provide general, lower division course work leading to an associate degree in the arts or the sciences. Selected courses meet transfer requirements for any California State University (CSU), University of California (UC), and many private institutions.
- The study abroad global educational experience expands opportunities to college learners pursuing post graduate schools or professions.
- Courses typically include political, social and behavioral science, communications, humanities, history, literature, art, theater, music and foreign language. Courses are selected to transfer as well as enhance the study abroad experience and maximize the benefits of learning, living and studying abroad. Spring and fall programs include online course offerings to supplement the on-site classes.
- Students have access to the computer lab in London and Salamanca with free Internet, email and printing facilities.
- An increasing number of employers are seeking individuals who are multilingual, have international experiences, intercultural sensitivities, and a degree of global competence. Citrus College Study Abroad offers language immersion and an enriching program of extracurricular activities designed to augment the cultural experience.
- Participating faculty benefit from teaching abroad. Study abroad offers tremendous opportunities for professional growth. Teaching in another country is not only personally enriching, but instruction at the home school is enhanced by international experiences as knowledge is broadened and deepened. Well-traveled, knowledgeable professors can encourage students to study abroad and become global citizens of an ever-changing world.

3. **Assessment of Outcomes:**

Assessment: *How did you assess the outcomes? What method did you use?*

Result: *What was the product or consequence of your assessment?*

Change: *What will you do differently as a result of what you learned from the assessment?*

You may also include an analysis of workload/scope of work, and/or additional data (CCSSE, ARCC, surveys) to address this topic.

Outcome <i>source: 2014 Program Review</i>	Assessment	Result	Change
1. Increase students' understanding of global issues and cultural differences	Students complete student evaluation surveys on-site and assessments via the results of student surveys are received.	Students expressed the value of first-hand experience living and studying in another country. Cultural immersion included language, gastronomy, sports, arts, history, festivals, folklore. Students felt quality of learning was enhanced. Students grew in their knowledge of another culture, environment, perspective and established friendships with local students.	Survey students using "Survey Monkey" immediately upon return and again after some adjustment to life in the U.S. Include students in more activities with students from host country: cultural exchange, language exchange, sports, arts, cuisine. Include more walking tours, social and cultural activities. Offer volunteer opportunities.
2. Train students to communicate effectively in other cultures and enhance their understanding of other nations' values	Students are required to attend a cultural differences workshop upon arrival. Weekly life and culture classes include local guest lecturers, related field trips and walking	Handouts and oral and written reviews support cultural awareness, understanding and effective communication	Continue to build understanding and respect across cultures through intercultural opportunities and interaction with foreign students. Include opportunities to offer exchanges involving sports,

	tours. Assessment is measured by active participation, journals, handouts, and evaluation forms.		dance. Increase language exchange opportunities.
3. Inspire an appreciation for differences among other cultures and a deeper understanding of the values and perspectives of other people	Required attendance in life and culture classes, cultural awareness and adjustment workshops and opportunities to live with local families	Students learned to appreciate other cultures and better examine their own culture; benefited from intercultural encounters, new customs, language and cuisine. Increased self-awareness, cultural diversity, acceptance	Continue to enhance cultural exchange opportunities. Encourage students to join student clubs and societies abroad, travel to other countries to further cultural growth.

4. Recommendations/Next Steps:

A review of the status of previous recommendations. Indicate actual or estimated completion date.

	Previous Recommendations <i>source: 2014 Program Review</i>	Progress/ Persons Responsible	Status	Estimated Completion
1	Enhance the existing feedback mechanism (survey) to include the philosophy and criteria related to international education	Working with the American Institute for Foreign Study to facilitate verbal and written data from students. Students complete surveys and program evaluation reports. Lynn Jamison and Dana Hester	Began using “Survey Monkey” for student program evaluations in spring 2014 as it is a more effective means of obtaining data.	In progress
2	Add programs in other locations	Visited study abroad facilities in Madrid and Barcelona in March 2014, and may offer a spring in Barcelona program beginning spring 2016. Programs to	Considering alternating locations for summer programs	In progress

		Salamanca and Barcelona may alternate every other semester beginning spring 2016. Lynn Jamison and Dana Hester	beginning summer 2015 and adding a study abroad winter session (Costa Rica) beginning January 2016	
3	Offer study abroad scholarships	The American Institute for Foreign provided a total of \$11,000 in study abroad scholarships for our spring 2014 and fall 2014 students	Continue to work with AIFS to provide more study abroad scholarships. Exploring ASCC and Foundation scholarships for future study abroad programs	In progress
4	Add more optional tours to other countries during the study abroad semester to enhance cultural opportunities	Program in London offers optional European tour to Paris, Brussels and Bruges; optional Scotland tour; and optional Krakow tour. Program in Spain offers optional Portugal tour; optional Morocco tour. Florence now also includes optional excursions to Rome, Venice, and Fiesole, Italy with additional included excursions to Pisa, Siena, and San Gimignano, Italy.	Completed	Fall 2013
	Explore increasing faculty reimbursement for Consortium faculty	Lynn Jamison and Dana Hester		Fall 2014
	Explore possibility of increasing faculty housing allowance in London	Lynn Jamison and Dana Hester; AIFS		Summer 2014
	Alter scheduling structure to allow for every other weekend to be a 4-day weekend; extend Fall and Spring programs to 12 weeks	Lynn Jamison and Dana Hester		Fall 2014
	Investigate feasibility of reinstating the visiting scholar program.	Lynn Jamison and Dana Hester; AIFS		Spring 2015
	Increase consistency of advertising by working	Lynn Jamison and Dana Hester		Spring 2015

	with Consortium members and ASCC and Consortium student governments.			

Add new recommendations here. Indicate estimated completion date. Include Strategic Plan objectives that require funding.

	New Recommendations	Progress/ Persons Responsible	Estimated Completion
1			
2			
3			
4			
5			

5. Resources requested

Study Abroad

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

Classified Personnel

Position	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

Facilities (Facilities)

Describe repairs or modifications needed include bldg./room	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

Equipment

Item	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.

Link to Planning Key

SP: Strategic Plan (Indicate Annual Implementation Plan sections)

EMP: Educational and Facilities Master Plan

ILO: Institutional Learning Outcomes

O: Other – Indicate other institutional plan
 Human Resources Plan
 Institutional Advancement Plan
 Sustainability Plan
 Technology Plan