

Ohlone College Program Review Report

• **Program Description and Scope:**

1. *Program Review Title:* Study Abroad
2. *Academic year:* 2012/2013
3. *Review Type:* Instructional Disciplines
4. *Program/Departments:* Study Abroad - International Education (49000)
5. *Authority Code:* 73-Dean, Counseling and International Programs
6. *External Regulations:* Yes__ No X
7. *Provide a brief narrative that describes the instructional program/discipline.*

Study Abroad has been an integral part of the international education offerings at Ohlone College since 1987. Beginning in the Fall of 1990, the College has run a semester abroad program, which began in Stratford-Upon-Avon, England, moved to Cambridge, England in the Fall of 1997 and then to Sydney, Australia in the Fall of 2006. In addition, the college supports summer study programs and has offered January term programs as well. Ohlone has conducted 16 study abroad programs and approximately twice as many 2-6 week study abroad programs.

8. *Describe how the program specifically serves students, faculty and staff.*

The program serves faculty and staff by encouraging intercultural awareness. Faculty are invited to submit formal proposals (see attachment for sample) for study abroad and to lead approved programs. Students' lives are changed - sometimes transformed - by overseas travel and study experiences, and they regularly report positive experiences of other cultures.

9. *Describe how the program addresses current needs and applies current technologies.*

The program addresses the growing need for multi-cultural awareness and competencies. Social networking sites serve to disseminate information about the experiences of the students in real time.

10. *Discuss the impact of the program on the college and/or other programs.*

Students' learning experiences while studying abroad are shared with other students back home. As we have students of different ages participate, cross-generational experience as well as cross-cultural experience is enhanced. It's hard to imagine a more life-altering experience.

11. *Discuss the impact of the program on the community and the impact of the community on the program.*

As students return from study abroad, they are more employable by local-area businesses, which positively impacts the community. In developing programs, we are attuned to community interests regarding possible study abroad destinations. One example of this is our track record of successful program

development and conduct in China. The College ran Spring Break programs in China in 2010 and 2011, and Summer programs in those same years. The interests of our local-area Chinese immigrant communities helped motivate the development of these opportunities, and fostered their successful implementation.

• **College Mission**

1. *Mission Statement*

The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. *Vision Statement*

Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. *Core Values, Goals & Objectives:*

College Core Values

- We provide life-long learning opportunities for students, college personnel and the community.
- We open access to higher education and actively reach out to under-served populations.
- We promote diversity and inclusiveness.
- We maintain high standards in our constant pursuit of excellence.
- We value trust, respect and integrity.
- We promote team work and open communication.
- We demonstrate stewardship for our human, financial, physical and environmental resources.

College Goals/Objectives

1. Through innovative programs and services, improve student learning and achievement.

1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

2. By 2015, increase the number of opportunities for study abroad for faculty, staff, and students.

4. *Briefly describe how the program supports the college mission, vision selected college values.*

Study abroad supports the elements of the College Mission which address both career entry and personal enrichment. Through participation in Ohlone College study abroad programs, students are exposed to potentially life-transforming and ineffably enriching experiences. Further, students who study abroad with Ohlone College develop cross-cultural and other competencies which are increasingly sought by employers. Our study abroad opportunities are open to students of all backgrounds. Through these experiences overseas, students are exposed to the core Values of the College.

5. Briefly describe how the program supports selected college goals.

By providing opportunities for study abroad, students are able to experience life in another country, first-hand. This supports College Goal #6: Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts and perspectives.

6. Briefly describe how the program supports selected college objectives.

The program supports the Objective 2 (Goal 6) of increasing the number of opportunities for study abroad for faculty, staff, and students, by providing engaging study abroad opportunities.

• **Program SLOs & Assessment**

1. Program SLO -

Knowledge Acquisition: The student will be encouraged to demonstrate country and/or world region-specific cultural, economic, and social knowledge through the completion of courses during the study abroad experience.

a. Indicate program assessment strategies used.

- i. Capstone course
- ii. Performance Assessment

b. Describe the criteria and standards used to appraise student work.

Students write papers, complete exams and all other course requirements, which demonstrate their knowledge of the cultural, economic and social constructs of the host country.

c. Enter assessment results and analyze student success in achieving this program SLO.

Through the evaluation of written assignments and oral presentations, study abroad instructors are able to ascertain students' understanding of the cultural, business, and social constructs of the host country.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

n/a

e. Future Action (Improvements)

2. Program SLO -

Development of a Global Perspective: As one consequence of participating in a Study Abroad program, the student will question, analyze, and potentially change attitudes about the host culture, which will result in a less ethnocentric point of view.

a. Indicate program assessment strategies used.

- i. Skills Assessment
- ii. Other

Self-reports and pre and post-trip assessments.

b. Describe the criteria and standards used to appraise student work.

The development of a critical global perspective are measured by instructor assessments in the course(s), and student pre and post-trip self-assessments.

c. Enter assessment results and analyze student success in achieving this program SLO.

Pre and post-program surveys have been conducted in order to assess changes in student attitudes. Survey results have demonstrated positive impacts. Related dialogue has led us to conclude that additional efforts at curricular integration - with the travel abroad experience itself - are warranted. For example, effective 2012, we began requiring all study abroad programs to involve a formal course, and pre-established Student Learning Outcomes (SLO)s.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Presently, the delivery of the course content is generally working well. As mentioned previously, however, effective 2012, all programs are required to include SLOs

e. Future Action (Improvements)

3. Program SLO -

Appreciation of Other Cultures: As one consequence of participating in a Study Abroad program, the student will be encouraged to develop appreciation of visual, cultural, historical and culinary aspects of other cultures.

a. Indicate program assessment strategies used.

- i. Other

Students will complete pre and post-trip self surveys of their knowledge of the visual, cultural, historical and culinary aspects of the host culture.

b. Describe the criteria and standards used to appraise student work.

Pre and post-trip self surveys of the host culture(s) are collected and

documented by the lead instructor.

- c. *Enter assessment results and analyze student success in achieving this program SLO.*

Pre and post-program survey results from the most recent program run (Italy/Greece, January 2012) were collected and are attached to the Program Review. Survey analysis reveals that the greatest number of self-assessments of students' knowledge in these domains was "Somewhat Knowledgeable" before the program, but "Knowledgeable" after the program.

We obtained the same findings for the Summer 2011 Business and International Education (BIE) grant-subsidized study abroad program in China. These surveys are also attached.

We witnessed comparable results regarding the Spring 2010 short-term study-travel program in China.

These surveys will be conducted before and after the Summer 2013 program in London and Paris.

- d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

We presently feel satisfied with the curriculum and teaching strategies used to promote student success.

- e. *Future Action (Improvements)*

- **SLO Matrix**

Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level

Course	SLO-1	SLO-2	SLO-3
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- **SLO Matrix Comments**

- **Course SLO & Assessment**

ENGL 127 Autobiography: Writing Journals and Memoirs

1. Experiment with different forms and techniques of autobiographical writing.
2. Evaluate the strengths and weaknesses of his or her writing and the writing of classmates.
3. Organize individual portfolios of writing that can be evaluated and shared in the class.
4. Identify and locate different sources of family history material.

Indicate planned course assessment strategies
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Portfolio

Describe the criteria and/or performance standards used to appraise student work.
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Course SLOs vary depending upon the courses offered on a given study abroad program. Programs are required to include Student Learning Outcomes, and constituent course SLOs are assessed as part of the general course SLO assessment process.

Enter assessment results and analyze student success in achieving course SLOs.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)

Implementation Plan

Timeline:

English 127 is selected, as this course will be part of the Summer 2013 London / Paris study abroad program.

Key/Responsible Personnel:

Sandra Park and Kay Harrison

● **Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.**

1. *List expected student achievement outcomes:*
2. *Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).*

Since the inception of the Study Abroad program at Ohlone College in 1986, only 4 students were unable to complete the entire course of Study Abroad. Two of these cases resulted from health-related issues; the other two involved disciplinary action necessitated by the behavior of students from another college.

3. *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*

Due to recent budget shortfalls we have pared down our study abroad offerings by temporarily suspending the Semester in Sydney, Australia program. However, we hope to be able to increase offerings in the near future, in accordance with College Goal 6, Objective 2: "By 2015, increase the number of opportunities for cultural enrichment and study abroad for faculty, staff, and students from 1-2 programs per year to 3-4 programs per year."

4. *Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.*

Ohlone College facilities and other infrastructure-related resources used for study abroad are negligible, because most program activities occur off-site.

5. *Describe any additional notable program achievements(optional).*

The Study Abroad SubCommittee - a subcommittee of the International Education Committee - has created a well-vetted study abroad program proposal form. See the attachment section, for reference.

We have witnessed increased adjunct faculty interest and participation in study abroad. Candice Nance (Business) and Sandra Park (English) have run or will run recent/future programs.

6. *Additional Program Table Data*

7. *Future Action*

Current levels of student achievement indicators maintained.

• **Program Analysis**

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs

1. *Describe program achievements and successes.*

Refer to the attached history of study abroad programs at Ohlone College.

2. *According to the evidence, what are the areas needing improvement?*

We plan to develop additional study abroad opportunities for both students and faculty. We will encourage faculty to develop additional programs in a variety of traditional and non-traditional destinations.

• **Program Improvement Objectives:**

1. **Objective:**

Develop, enhance, and expand study abroad and international internship opportunities for Ohlone students, in order to instill in students a sense of themselves as global citizens.

a. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

Students will develop skills and acquire knowledge that is impossible to impart in a textbook.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

Rationale:

Students who have completed internships abroad will be more likely to be able to obtain employment with international companies, and so contribute to

the economic recovery of the state of California. See here for more information: http://www.aacu.org/leap/documents/2009_EmployerSurvey.pdf

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

Rationale:

Through international internship and study abroad experiences, students will develop intercultural competence.

2. PIO Assessment

a. *Enter assessment results with analysis.*

The Year 1 Action Plan related to this PIO was pursued. Instead of developing international internships, however, short-term study abroad programs involving visits to a variety of different businesses and organizations overseas, were developed. And, these programs (4 in total, as detailed previously) were successfully conducted in 2010 (1) and 2011 (3). On balance, this Program Improvement Objective was realized.

b. *Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.*

The 4 study abroad programs run in 2010/2011 - more than the historical average number of programs run annually - clearly help fulfill College Goal 6, Objective 2: By 2015, increase the number of opportunities for cultural enrichment and study abroad for faculty, staff, and students.

This Objective inherently transcends the Study Abroad / International Programs and Services departments, and has college-wide impact. Disciplines represented by faculty who led these programs are Business, and Speech and Communication Studies.

The 4 programs conducted contributed to student learning by immersing students in a highly impactful, 24-7, learning environment. Pre-departure and post-return surveys document this learning. Also, a number of students participated in more than one program; this fact powerfully attests to these students' impressions of the value of these learning experiences.

c. *Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.*

The BIE grant allowed us to subsidize study abroad participation by dozens of Ohlone College students. We will consider pursuing another BIE grant, pending renewed Federal support of the program. In any case, we wish to institutionalize the funding of study abroad for Ohlone College students, via the Ohlone College Foundation, external scholarships, and other appropriate

subsidies.

d. *Future Action*

Strategies to promote improvements. Specify.

Enhanced assessment and analysis is planned, so as to foster continued growth in study abroad participation by Ohlone College students.

1. **Objective:**

Develop training program and materials for faculty leading study abroad trips, covering the following issues - health and safety; mental health; emergency response; risk management; and program promotions - to better ensure their preparedness.

a. *Action Plan*

Year 1:

To encourage the development and conduct of more faculty-led study abroad programs, we will create a study abroad 'toolkit'. Currently much of what constitutes the training of faculty who lead study abroad programs for Ohlone, consists of informal conversations and meetings during which advice is shared. While this has proven useful, it is better to have more formal informational resources in place. Faculty with minimal or no experience can refer to this information as they develop, plan, recruit for and conduct a study abroad program. In the future we will enhance the toolkit based on implementation of it and related feedback

b. *Staffing*

Year 1:

The Study Abroad Coordinator will work with experienced faculty, on the production of this toolkit. The Study Abroad Coordinator will work with faculty who have made use of the toolkit, on its enhancement.

c. *Equipment (Include items that fit under department budget codes)*

Year 1:

n/a

d. *Technology (Include items that fit under IT budget codes)*

Year 1:

Access to a computer, and use of free online blogging software

e. *Facilities (Include items that fit under the Facilities budget codes)*

Year 1:

Identify office space where work can take place

f. *Assessment Plan: List Assessment Strategies*

Year 1:

Evaluate effectiveness of toolkit, by soliciting feedback from those who use it. Feedback to be obtained either via survey, or via informational interviews. After having made changes to the toolkit, evaluate effectiveness of enhanced version. Feedback to be obtained either via survey, or via informational interviews.

g. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

Rationale:

This PIO will help enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts and perspectives, by fostering more effective conduct of study abroad programs, by better prepared faculty.

2. **PIO Assessment**

a. *Future Action*

• **Outside Review Results 10/12/2011**

1. List each team members name and title.

Kay Harrison, Study Abroad Coordinator

Strategic input also provided by the International Education Committee (IEC)

2. Discuss key feedback provided by team and how it was incorporated into the report.

The Study Abroad Coordinator and the Director, International Programs and Services - under the auspices of the International Education Committee - have examined good practices at other schools, and incorporated some of these into this Program Review.

12/2012 update: In Spring 2013 the International Education Committee will review this updated Program Review at an IEC meeting.

• **Attached Files**

1. [Study Abroad Proposal Form.docx](#)
2. [PreDeparture Survey_Spring 2010 China trip.pdf](#)
3. [PostReturn Survey_Spring 2010 China trip.pdf](#)
4. [China Summer 2011_BIE_Predeparture Survey.pdf](#)
5. [Italy_Greece_Jan 2012 Predeparture survey.pdf](#)
6. [Italy_Greece_Jan 2012 Postreturn survey.pdf](#)
7. [China Summer 2011_BIE_Postreturn Survey.pdf](#)
8. [Ohlone College Study Abroad History.pdf](#)