

Citrus College Academic/Institutional Support Comprehensive Program Review

Study Abroad

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General Information (Citrus College Academic/Institutional Support Comprehensive Program Review)

Standing Requirements

CITRUS COLLEGE MISSION STATEMENT

PROGRAM MISSION/DESCRIPTION (MISSION STATEMENT)

MISSION:The mission of the Citrus College Study Abroad program is to help students gain an international perspective and become more effective citizens in an ever increasing global world.DESCRPTION: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. As students live in and learn to understand different cultures, they are challenged to re-examine themselves, their attitudes, and their studies.

PROGRAM REVIEW TEAM (ALPHABETIZED BY LAST NAME, LEFT TO RIGHT, THREE COLUMNS)

Hester, Dana	Dean, Social and Behavioral Sciences
Morris, John	Study Abroad Specialist

DEPARTMENT FUNCTIONS (DEPT. FUNCTION BY SECTION AND SPECIAL ACCOMPLISHMENTS)

PROGRAM GOALS:

- 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.
- An increasing number of employers are seeking individuals who are multilingual, have international experience, intercultural sensitivity, 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.

SERVICE RECIPIENTS (STUDENTS, FACULTY AND STAFF, AND COMMUNITY)

- **Demographics** - the Study Abroad program serves all enrolled students.
- **Eligibility** - students from any community college or university can participate in our study abroad programs as long as they meet the following eligibility requirements: a cumulative GPA of 2.5 in at least 12 units of previous college level course work at an accredited college. First semester students enrolled in 12 units may be accommodated if their campus coordinator approves a progress report. Students must be at least 18-years-old by the program start date.
- **Faculty** - Citrus College and Southern California Foothill Consortium member college tenured faculty are eligible to apply as abroad instructors.
- **Accessibility** - the program has a commitment to meeting accessibility standards through the DSP&S and campus support.

DATA RELATED TO SERVICE RECIPIENTS (DEMOGRAPHICS, ELIGIBILITY, ACCESSIBILITY, SUCCESS RATES, COMPLIANCE AS APPROPRIATE)

Citrus College Academic/Institutional Support Comprehensive Program Review

Study Abroad

Program Review
Success and Retention

Study Abroad

		Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
		Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
Citrus College Total		37,710	90%	69%	36,956	91%	70%	37,736	89%	70%	38,413	90%	69%	37,106	89%	71%
Study Abroad Total		178	98%	96%	100	100%	98%	222	100%	96%	153	100%	99%	161	98%	93%
Age	19 or under	101	97%	96%	40	100%	98%	13	100%	100%	48	100%	98%	63	97%	87%
	20-24	70	100%	96%	56	100%	98%	185	100%	95%	88	100%	99%	89	99%	97%
	25-49	7	100%	100%				20	100%	100%	17	100%	100%	9	100%	89%
	50 or older				4	100%	100%	4	100%	100%						
Ethnicity	Asian	16	100%	100%	3	100%	100%	9	100%	100%	7	100%	100%	2	50%	0%
	African American	11	100%	100%	6	100%	100%	4	100%	100%	3	100%	100%	3	100%	100%
	Hispanic	72	96%	92%	44	100%	98%	103	100%	94%	69	100%	97%	100	99%	92%
	Other	14	100%	93%	7	100%	100%	18	100%	100%	7	100%	100%			
	White	65	100%	100%	40	100%	98%	84	100%	96%	63	100%	100%	35	97%	94%
Gender	Unknown				4	100%	100%	4	100%	100%	4	100%	100%	21	100%	100%
	Female	130	98%	95%	76	100%	99%	147	100%	95%	104	100%	98%	98	98%	97%
	Male	48	100%	98%	20	100%	95%	68	100%	97%	49	100%	100%	63	98%	86%
	Unknown				4	100%	100%	7	100%	100%						

Success = Percent of students with A, B, C grades
Retention = Percent of students with non W grades

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Program Review
Success and Retention

Study Abroad

	Spring			Spring 2016			Spring 2017			Spring 2018			Spring 2019			Spring 2020		
	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
Citrus College Total	36,611	89%	69%	37,418	89%	69%	35,193	89%	71%	35,492	89%	71%	29,235	91%	78%			
Study Abroad Total	112	98%	91%	205	1%	94%	195	95%	90%	180	93%	80%	155	94%	94%			
Age	19 or under	38	100%	95%	33	100%	91%	76	95%	91%	82	91%	82%	80	95%	94%		
	20-24	50	100%	90%	151	99%	96%	98	97%	91%	78	97%	77%	63	92%	92%		
	25-49	24	92%	88%	21	100%	86%	21	90%	86%	20	85%	85%	8	100%	100%		
	50 or older																	
Ethnicity	Asian	5	100%	100%	2	100%	100%	10	90%	90%	6	67%	67%	8	100%	100%		
	African American	6	100%	100%	4	100%	100%	6	100%	83%	8	88%	88%	8	100%	100%		
	Hispanic	72	97%	92%	153	99%	94%	124	94%	88%	125	93%	75%	102	97%	97%		
	Other				5	100%	100%	8	100%	100%	3	100%	100%	6	100%	100%		
	White	26	100%	85%	41	100%	93%	44	98%	95%	38	100%	95%	31	81%	77%		
Gender	Unknown	3	100%	100%				3	100%	100%								
	Female	73	100%	95%	161	99%	93%	156	96%	92%	117	94%	79%	93	96%	96%		
	Male	36	94%	83%	42	100%	100%	38	92%	84%	63	92%	81%	56	91%	89%		
	Unknown	3	100%	100%	2	100%	100%	1	100%	0%				6	100%	100%		

Success = Percent of students with A, B, C grades
Retention = Percent of students with non W grades

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Program Review
Success and Retention

Study Abroad

	Summer			Summer 2015			Summer 2016			Summer 2017			Summer 2018			Summer 2019		
	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
Citrus College Total	8,097	91%	78%	8,461	91%	78%	9,197	89%	76%	9,114	89%	77%	9,221	89%	78%			
Study Abroad Total										48	100%	100%	51	100%	92%			

	Winter			Winter 2017			Winter 2018			Winter 2019			Winter 2019			Winter 2020		
	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
Citrus College Total	8,377	92%	80%	8,544	92%	80%	8,317	92%	81%	8,317	92%	81%	8,020	91%	80%			
Study Abroad Total	78	100%	100%	32	100%	100%	59	100%	98%	59	100%	98%	41	93%	93%			

Success = Percent of students with A, B, C grades
Retention = Percent of students with non W grades

- **Enrollment** - enrollment was similar to previous years; this fluctuated around 45-70 during the fall/spring and 20-45 during the winter/summer intersession.
- **Retention and success** - both measures are markedly higher for study abroad students than the Citrus College average; this indicates that study abroad students are more likely to attend, and successfully complete, their courses.

STAFF RESOURCES (SUMMARY, ORGANIZATIONAL CHART, ASSIGNMENTS AND SPECIALITIES, STAFF PREP. AND TRAINING, COMMITTEES)

Dana Hester – Dean, Social & Behavioral Sciences and Distance Education – The dean provides administrative support for the program and guides program review, planning, hiring, and resource requests.

John Morris – Study Abroad Specialist – The Study Abroad Specialist is responsible for program coordination duties including location selection and proposal review; faculty and student recruitment; acting as the point of contact for interested students and faculty; curriculum formation; advertising, promotion and expansion of the study abroad program; serving as the lead coordinator for the 12 community colleges that form the Southern California Foothills Consortium.

PHYSICAL RESOURCES (BUILDINGS AND FACILITIES, EQUIPMENT AND MATERIALS, APPLICATIONS AND SOFTWARE)

The Study Abroad office is located in room 116 in the Center For Innovation building.

FISCAL RESOURCES (SUMMARY, BUDGET AND RESOURCES)

PROGRAM STUDENT LEARNING OUTCOMES

Study Abroad SLOs

Study Abroad SLO 1

Students learn self-reliance and experience independence that lead to transfer and career readiness.

Mapping

No Mapping

Study Abroad SLO 2

Students become aware of culture diversity and establish intercultural competence.

Mapping

No Mapping

Past 5 Years Assessment Cycle/Upcoming 5 Years Planning Cycle

EXECUTIVE SUMMARY WITH DATA (BRIEF SUMMARY, COMMENDATIONS, CHALLENGES, AND RECOMMENDATIONS)

From 2017 until the onset of the Covid-19 pandemic, the study abroad program has expanded student opportunities abroad.

Commendations

In addition to our previous destination staples of London, Costa Rica, Florence, and Salamanca, Citrus College students now have abroad opportunities in Kyoto, Rome, Seville, Barcelona, and Paris. With Kyoto and Rome, we hope to provide language instruction beyond Spanish.

The study abroad program has continued to expand self-care and mental health awareness practices during pre-departure orientations. We have implemented a signed acknowledgement of the standards of conduct. This will serve to hasten removal from the program when violations occur.

Challenges

During the 2021-2022 academic year, we sought to revive the study abroad program. We selected Kyoto, Japan for the summer of 2022, London for the fall, Paris for the winter, and Madrid for the spring of 2023. Kyoto was chosen for our initial return, as we knew it would be popular. The program quickly filled beyond capacity but was later cancelled due to Japan's strict border closing after the spread of the Delta and Omicron variants.

Recommendations

In addition to managing Covid-19 abroad and providing additional foreign language opportunities, the study abroad program will also need to re-establish connections between our 12-member Southern California Foothills Consortium (SCFC). We are having difficulty reaching student populations as previous advisors and deans have moved on or study abroad opportunities and promotion have been put on hold.

SUMMARY OF PAST LEARNING OUTCOMES ASSESSMENTS

The Study Abroad office assessed two Student Learning Outcomes over the previous five years.

Assessment: The SLOs were evaluated through student surveys relating to their program and its value.

SLO 1: Students learn self-reliance and experience independence that lead to transfer and career readiness.

Summary of Findings: Although SLOs have not been assessed since the final completed study abroad program of winter 2020, students have overwhelmingly responded positively.

SLO 2: Students become aware of culture diversity and establish intercultural competence.

Summary of Findings: Students have responded positively to the following survey prompts: Do you consider yourself more culturally aware? In what ways? One fall student wrote about being outside of the US and wrote that she "became aware of the culture around me; I'm more tolerant of other cultures."

SUMMARY OF PAST RECOMMENDATIONS/GOALS

Actionable Improvement Plan(s) (a.k.a. Recommendations/Goals/Objectives)

During the next five years, we would like to accomplish:

Year	Recommendations	Persons Responsible	Progress	Status
2017	Increase visibility of study abroad program on consortium member campuses	John Morris	Due to Covid-19 we will again need to establish a more visible presence at our consortium colleges	On-going
2017	Create a summer study abroad program in Asia	John Morris and Dana Hester	The Kyoto programs were very successful and we are now seeking summer and fall terms with Japanese language opportunities.	Completed
2017	Increase the number of Gilman Scholarship recipients	John Morris	Gilman scholars have increased but we have not had any recent recipients due to Covid-19 program cancellations.	Completed

LONG TERM RECOMMENDATIONS/GOALS

Long Term Goals/Recommendations

Study Abroad Long Term Goal 1

Increase foreign language opportunities during the fall and intersession programs.

Mapping

2021-2026 Strategic Plan Focus Areas: Address the needs of a diverse college community and continually foster a culture of equity, inclusion and collegiality, Deliver high-quality instructional courses and programs, Maintain prominence as a leader in higher education and career preparation, Provide student support services contributing to a successful collegiate experience

Study Abroad Recommendation/Long Term Goal 2

Once study abroad numbers have stabilized and the consortium relationship has been re-established, we will again explore previous goals such as vocational study abroad, career pathways, and new locations

Mapping

2021-2026 Strategic Plan Focus Areas: Address the needs of a diverse college community and continually foster a culture of equity, inclusion and collegiality, Deliver high-quality instructional courses and programs, Maintain prominence as a leader in higher education and career preparation, Prepare students for success in a collegiate environment, Promote student-centered scheduling aligned with Guided Pathways and ensure enrollment processes that meet student needs, Provide student support services contributing to a successful collegiate experience, Respond to regional economic and workforce demands

BUDGET PLANNING (NARRATIVE DISCUSSING MAJOR BUDGET PLANS FOR THE NEXT 5 YEARS)

REVIEW SUMMARY