Tangible measures of International Programs’ contribution to preparing “citizens of the world” are detailed in this 2011-2012 Annual Report. These indicators include evidence of educational impact, access & diversity, and duty of care, all of which enhance the College profile. The achievements described herein would not have been possible without the nurturing and committed partnership of many faculty, administrators and staff. For this we are grateful. Our aspirations are indicated throughout this report as “next steps.”

**IMPACT** student learning by aligning programming and assessment to prepare our graduates to

- COMPETE in the global workforce,
- LEAD in a complex world,
- CONTRIBUTE to Solving TRANSNATIONAL PROBLEMS,
- THRIVE in intercultural situations.

While participation statistics are important — certainly to the individual students who participated in study abroad (see graph, right) — evidence of impact is essential. Results of our own assessment echo the national dialogue about transformative educational practices. George Kuh cites study abroad as “high impact” (AAC&U monograph) and so do our students and alumni.

97% of Fall 2011 study abroad participants met their goals to:

- acquire in-depth knowledge of the country,
- increase language proficiency, and
- pursue particular academic courses.

94.5% affirmed that they attained important development in their capacity to “contextualize how they fit in the world” and “to place current events in an historic/cultural/philosophical perspective” (93.2%).

Nearly half of all respondents participated in service-learning or internships abroad. All Australia and New Zealand sojourners—two-thirds of whom are science majors—joined a club or student organization!

A 2011 survey of alumni confirmed the lasting effects. In reflecting on the career impact of their study and research abroad experiences, multiple respondents credit the experience with helping (continued, page 2)
them “get into graduate school.” Others identified cultural sensitivity, interest in human rights, commitment to making progress on the local level, passion for ‘servant leadership,’ problem solving and analysis, taking initiative and engaging people, assessing how information is organized in a variety of contexts, generating versatile solutions, and explaining cultural differences. These outcomes align with our goal of contributing to the realization of the Strategic Plan.

Maximizing long-term impact such as that described by our alumni starts with intentional ADVISING and wends through an EDUCATIVE APPLICATION process. We reframed our advising and selection process to:

- deepen reflection on career and intellectual aspirations, and
- deliberately align country and program choice with those goals.

Finally, 70% of all Fall 2011 participants built upon and deepened their learning abroad by participating in our enhanced RETURNEE REFLECTION program.

NEXT STEPS in maximizing IMPACT: Continue to align IPO services and programming with student learning outcomes (SLOs) for all the students we serve, including UN, research and study abroad participants, and international students in response to the WASC and Teagle recommendations. For example, we aim to cross-tabulate SLOs with program features (e.g., study abroad duration, location, topic, and learning formats associated with high-impact practices).

DUTY OF CARE - Relentlessly strive to limit risks to students and control institutional exposure.

Close collaboration with Emmons, Disability Services and College Counsel resulted in a comprehensive overhaul of the health pre-departure clearance process. New materials and practices are deliberately educative and exemplify best practice in communication, collaboration, and care for the student.

Responding to concerns of the Global Citizenship Task Force, Associate Director Julie Jimenez coordinated the development of materials (agreement to participate, health clearance process) and practices for IPO to serve as the administrative “hub” for department-based student travel abroad. Mirroring IPO’s Richter processes and in collaboration with departments and the URC, we have managed a pre-departure process for 26 summer 2012 students (see chart, right). NEXT STEPS: Leverage partnerships abroad (IES, CIEE, etc.) to regularize research sites for maximum support to students.

New ORIENTATION presentations on health and safety and new materials including a “Personal Crisis Management Plan” advanced student safety abroad. New programming included a specialized workshop entitled “Intercultural Fieldwork,” specifically designed to meet the unique cross-cultural challenges and health and safety needs of independent or project-based travelers, the Richter scholars and department-based travelers. Our most recent session evaluations indicate a strong impact on student motivation to “learn more about their country.” Since knowledge is the basis for personal safety, we could not be more pleased.
While the chart below indicates a decline in international students between 2003 and 2010, the Strategic Plan and our own commitments in international education call us to reinvigorate our focus on the international student experience. Our Spring 2012 “check-in” survey indicates that 83% feel “supported and respected by their professors and the Oxy community.” In response to interest in IPO sponsored programming, we added an Eaton Canyon hike and IPO trip to College Night at the Getty.

Poised to implement best practice in international student orientation for Fall 2012, we laid the groundwork to include international students in Oxy-Engage and have hired 5 study abroad returnees and international students to lead a comprehensive early arrival orientation. NEXT STEPS: Assess impact of Fall 2012 orientation, adjust accordingly.

Foundational to our capacity to host international students is the F-1 student visa program. Assistant Director Marisa Mofford led the College in the Department of Homeland Security mandatory SEVIS reauthorization process. Occidental’s request was adjudicated and approved in February, 2012. NEXT STEPS: Apply to the Department of State to start a J visa program allow us to enroll researchers and scholars as identified in the Strategic Plan.

As the study abroad participation graph on page one indicates, Occidental’s commitment to access has doubled enrollments since 2005. Our next phase of enhancing ACCESS will be through faculty-led courses abroad. The International Programs Committee (of Faculty Council), IPO’s primary advisory committee and link to the College governance structure, approved a policy and a competitive process for faculty to extend their teaching abroad. Starting in the 2013-2014 academic year, approved faculty will teach 70-80% of course material during the regular semester on campus, then complete the balance of instruction (or labs, or studio, or service-learning, or project work, etc.) with an international field component. Our willing partner Associate Professor Kristi Upson-Saia (Religious Studies) will adapt her 2009 summer course to the new format. Turkey: Then and Now meets on campus Fall 2012 with a January field-study.

Removing Financial Barriers To High Impact Programs

Consistent with Oxy’s commitment to equity and access, IPO transferred $68,500 to the URC for summer research students and doubled the capacity of the Career Center’s Community Arts & Public Service program by reallocating the under-utilized Richter Fund.
IPO advances Occidental’s reputation as a premier institution. Our robust array of international programs helps us attract and retain the best and brightest students — 61.4% of whom arrive expecting to study abroad according to Oxy’s Freshman Survey data. Our distinctive Richter Scholars program (see list at left) combines two high impact practices, research and an international setting, propelling students’ vocational direction.

Case in point, Occidental’s first Gates Cambridge Scholar: Elizabeth (Libby) Evans ’06. Libby cites her 2004 Richter research in Namibia and Kenya as foundational in her development as a scholar and activist. This fall Libby will begin her Gates funded Masters degree in Environment, Society and Development at Cambridge University.

Douglas Gardner joins Occidental as the on-site faculty director of the Occidental at the United Nations program after thirty years of service around the globe in the United Nations Development Programme (UNDP). Most recently he served as the New York-based UNDP Deputy Assistant Administrator focusing on policy development and implementation within UNDP’s 136 offices world-wide. His career as a field-based development practitioner started as a Peace Corps volunteer in Burkina Faso and included UNDP posts in Cambodia, the Ukraine and Mongolia. WELCOME, Doug!