International Programs' key outcomes for 2012-2013 include advancements in **strategic alignment**, **innovation and diversification of programming**. This work impacted 432 participants (see 2012-2013 Profile box, at right). Supporting a GROWING International Community, below, documents our effort to redirect resources and expertise toward international student services to match population increases. Across Programs and Services on pages 2 and 3 details our relentless efforts in program development. These endeavors increased summer study abroad threefold and paved a pathway to double and then quadruple faculty-led courses in the coming years. For a discussion of how WASC recommendations prompted progress in assessment, see Student Learning for Global Citizenship (page 4).

Our advances benefitted from consultation with Dean Gonzalez, Associate Dean Girton and from collaboration with countless administrators, staff and faculty across the College. We are especially grateful for the wise counsel and support of our advisory board and link to the College governance structure, the International Programs Committee (IPC, hereafter, ) of Faculty Council including Michael Near (Chair), Eric Frank, Hanan Elsayed and Michael Gasper.

Our aspirations are indicated throughout this report as “next steps.”

**International Students 2012-2013**

Countries of Origin
- Austria
- Bosnia-Herzegovina
- Botswana
- Canada (4)
- China (11)
- Finland
- France (2)
- Germany (3)
- Hong Kong (8)
- India (7)
- Indonesia (4)
- Italy
- Jamaica
- Japan
- Malaysia
- Myanmar
- Netherlands
- Niger
- Nigeria
- Philippines
- Saudi Arabia
- Serbia
- Singapore (5)
- South Korea (7)
- Spain (2)
- Taiwan (2)
- Ukraine
- United Kingdom (2)
- Vietnam (3)

**2012-2013 Profile**

432 PARTICIPANTS

- 259 study abroad
- 76 international students
- 8 research abroad
- 15 Oxy at the UN
- 39 other global projects
- 35 Campaign semester

**STRATEGIC ALIGNMENT: Supporting a GROWING International Community**

As the College rapidly achieves the strategic goal to increase admission of internationals students, (see chart, below), we redoubled our efforts to contribute to and synthesize campus support systems for their success! This year we focused on understanding deeply the experience of our first-year students. Together with the Associate Dean Swift, we analyzed academic achievement and sought faculty feedback. We interviewed students for their perspectives. We learned that students worked hard, were satisfied with their social/academic choices and were successful. Their Fall 2012 GPA of 3.2 rose to 3.38 for Spring 2013!

**NEXT STEPS:** Prepare for the largest Orientation class EVER: over 50 exchange and first-year students. Continue to monitor academic and social experiences; advocate across campus for any necessary new supports (specialized coursework, tutoring, programming, visa and cross-cultural advising, etc.).

![Graph showing international student enrollments]
STRATEGIC ALIGNMENT: Curriculum

IPO and DWA collaborated to adjust the Oxy-UN curriculum to more accurately reflect the needs of the department and address feedback from students. The internship now accounts for 8 credits.

At the request of the Dean, IPO participated in three department reviews (History, Politics and East Asian Languages and Cultures). In each case the teams analyzed participation data by majors, questioned course approval processes, learned examples of “program fit” and discerned ways in which study and research abroad programs serve the department learning outcomes as identified on their assessment plans.

DIVERSIFICATION: Semesters Abroad

Thanks to a site-visit by Ambassador Derek Shearer, the bilateral student exchange with Pembroke College, Cambridge University is restored starting Fall 2013! His connections at the University of Melbourne contributed to a new exchange agreement which will convert 4 semesters of paid study abroad to budget-relieving exchange. IPO implemented new agreements with HKUST and Nanjing which were initiated the previous year through the Luce Grant for China-Environment. These drew two exchange students from each of our new partners Fall 2012 and created new conduits for outgoing study and research abroad. Next Steps: Stimulate outgoing demand for study or research at Nanjing for exchange parity.

INNOVATION: Safety & Quality in Research & Projects Abroad

IPC consulted with and approved IPO’s proposal to increase accessibility, enhance participant safety, limit institutional liability and expand research resources in the Richter program by establishing standing research locations in partnership with the School for International Training, our partner in experiential semesters abroad. Three of the 2013 Richter projects listed at right are at the new sites: Madagascar, South Africa and Serbia.

Continually adjusting and refining our educational and administrative practices to support the needs of the College, we served 39 department-funded projects (Young, Anderson, Biology, URC, etc.) over winter 2012-2013 and summer 2013! Educational services included specialized orientation materials. One example of administrative support involved stewardship and guidance through the Travel Warning appeal process. Next Steps: Options under consideration (with IPC) to improve project quality include a process to fund senior comprehensive projects and closer collaboration with project supervisors. Inspired by a recent site familiarization visit to Biology faculty Braker, Goffredi and North’s summer research at La Selva Biological Station in Costa Rica (see photo, above, right), we hope to allocate funding for small group, faculty-mentored projects in Humanities and Social Sciences as well as Sciences.

INNOVATION: Summer Study Abroad

Our inaugural Summer Abroad Fair, advising support to students, a new, simple process and $60,000 in need-prioritized mini-grants ($500-$4,000) resulted in a stunning 330% participation increase from last summer, see graphics, right. Next Steps: Include relentless fine-tuning of processes and reaffirmation of funding.
DIVERSIFICATION: Faculty-led courses

2012-2013 marks strong progress in accomplishing our goal of diversifying program types to include short-term faculty-led courses. The fastest growing program type in the nation in recent years, this format preserves the critical role of faculty as the stewards of the curriculum and has proven helpful on other campuses to increase access to study abroad for under-served students (first generation, students of color, sciences, athletes, etc.).

Under our policy faculty will teach 50-60% 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.) during an international field component. This year, Kristi Upson-Saia, Associate Professor of Religious Studies offered the first course in this new format, Turkey: Then and Now. IPC and Academic Planning Committee endorsed two courses for 2013-2014 through the competitive proposal process. Eric Frank, Professor of Art History and the Visual Arts, will teach Art and Architecture of Michelangelo in Fall 2013 with winter break in Florence, Siena and Rome, Italy. Spring 2014, Biology faculty Elizabeth Braker and Jeremy Claisse will teach the lectures for Tropical and Marine Ecology on campus. Following graduation, the labs will be held in Costa Rica and Panama. Four to five courses are now in development for AY14-15.

To stimulate development of these new courses and support faculty, the Center for Excellence in Teaching invited IPO to facilitate an 8-part faculty workshop on designing courses abroad. Feedback from the five faculty participants indicates that the workshop significantly impacted their motivation and capacity to offer a course. They described the course as “helpful,” “supportive,” “collaborative,” and “honest.” The unique group workshop format will be featured at a national study abroad conference in the fall.

Jean Coleman (DWA ’14)
- Addressing Feminized Immigration in Chile: Analysis of Public Policy and Non Governmental Organization Capacity.
  Supervisor: Mary Lopez

Dan Crowley (Biology’13)
- Drug Resistant HIV Surveillance in South Africa.
  Supervisor: Beth Braker

Collrane Frivold (Biochemistry ’15)
- The Reliability of Malaria Rapid Diagnostic Tests in Madagascar
  Supervisor: Kerry Thompson

Alessandro Holmes (History’14)
  Supervisor: Nina Gelbart

Hailey Jures (History/Sociology ’14)
- Serbia Amongst Turmoil: Gender Constructions in World War II Political Posters.
  Supervisor: Danielle Dirks

Danielle Lyons (UEP ’14)
- The Food Security Landscape of South Africa: A Policy and Mapping Project.
  Supervisor: Robert Gottlieb

Simone Romuzga (Group Languages ’14)
- Language Maintenance and Shift Among the Polish Community in Georgia.
  Supervisor: Walter Richmond

Kevin Siebs (Economics ’14)
- Factors Limiting Accessibility of Rural Ghanaians to the National Health Insurance Scheme.
  Supervisor: Daron Djerdjian

259 includes
40 participants on our inaugural SUMMER ABROAD

<table>
<thead>
<tr>
<th>Year</th>
<th>Study Abroad (semester, summer, faculty-led)</th>
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<tr>
<td>05-06</td>
<td>121</td>
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<tr>
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<tr>
<td>12-13</td>
<td>269</td>
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</tbody>
</table>
Throughout our programs and services, IPO seeks to facilitate transformative intellectual and intercultural experiences that contribute to the formation of Global Citizens as detailed in the College Strategic Plan. How does this translate into student learning? What meaning do students derive and what new skills and behaviors do they embrace as a result of their experiences?

The International Programs Committee affirmed our student learning goals which draw on nationally recognized scholarship in global learning. Our goals are Emerging Global Perspective (indicated as “GP” in the diagram below) and Increased Intercultural Competency (indicated as “IC”). The associated learning outcomes are indicated in short-hand versions in the graphic. To start, we are assessing student learning in our study abroad participants. Next Steps: Evaluate student learning across IPO constituencies including international students and research abroad participants.

Our nascent measures allow us to directly assess student writing. Responses to open-ended questions on our Fall 2012 study abroad participant evaluation indicate gains in knowledge which we define as global perspective (i.e. world view, major content, etc.) and identified growth in skills we classify as intercultural competency (i.e. emergent leadership, language, etc.). Cordelia Kenney’s comment, above-left, exemplifies global perspective—learning outcome 1.2: students will recognize the cultural and historical foundations of human difference. Together with students’ interpretations of their experiences—93.9% of respondents affirmed development in their capacity to “contextualize how they fit in the world” and “to place current events in an historic/cultural/philosophical perspective” (90.8%), — and pre-post surveys (in development), direct assessment documents impact.

Connection to the curriculum is paramount and evident. 90.7% of participants met their top academic goals (embedded in the GP cluster, below) to acquire in-depth knowledge of the country, to increase language proficiency, and to pursue particular academic courses. In the IC cluster, 89.5% met their goal for personal growth and development, awareness fundamental to leadership development in college students.

Academic Outcomes: Honors at Graduation 2013

Although Richter & Study Abroad students made up only 42% of the class, they earned a disproportionate number of honors and awards. Clearly these programs help us attract and retain students poised to lead as global citizens.

Participants earned 50%, 57% and 48% of Summa, Magna and cum Laude honors, respectively. They garnered 53% of College Honors.

An impressive 64% of National Awards (Fulbright, Truman, Critical Language, etc.) went to past participants, including 4 out of 5 Fulbright awards.

Three of the 4 College Awards honored participants.

Next Steps: With our faculty committee, finalize the rubric for writing assessment and develop one for photos, such as Nick’s above. The goal is to utilize new technology in the Global Crossroads in the McKinnon Center for Global Affairs.