International Programs
Annual Report 2014-2015

Advancing **DIVERSITY** in All Aspects of Our Work

This report celebrates and investigates the results of our commitment to diversity in all aspects of IPO programming - inbound and outbound participant profiles and intentional development of a multitude of outbound program locations with varying eligibility requirements, learning formats and themes. Finally we report how intellectual engagement produces in participants learning about diversity itself.

Outbound mobility over the past two years involves 71% of each graduating class. Some 329 participants chose study abroad or a college-sponsored global project, or pursued one of our signature internship programs: Campaign Semester, the William and Elizabeth Kahane United Nations Semester, or Washington Semester. Intellectually and culturally curious, they traveled to 51 foreign countries, on each inhabited continent, six states and the District of Columbia. Data from the national student mobility census, Open Doors 2014 (Institute for International Education, NY), is compared throughout.

Inbound mobility—the presence of international students on campus—challenges and rewards the Occidental community with a dynamic intercultural learning environment. Qualitative and quantitative indicators of our progress toward inclusive and accessible services and programs follow.

**Celebrating DIVERSITY** in All Aspects of Our Work

Outbound participants were more racially and ethnically diverse than the overall student body and far more diverse than national participants, as the table indicates, below. Participation by Latino and African American students surpassed their proportion of the campus community and doubled — or nearly — national rates, respectively. Traditionally underserved in study abroad, math and science students constituted 25% of participants exceeding the national participation rate of just 22%. Participants with a documented disability or learning difference were on par with their on-campus population.

| Diversity of Overall Student Body, IPO & National Participants |
|------------------|--------|--------|--------|
| Ethnicity         | Oxy    | IPO    | Nation |
| Native American   | 2%     | 2%     | 1%     |
| Native Hawaiian/Pacific Islander| 2% | 4% | included in Asia |
| Unknown           | 2%     | 4%     | 3%     |
| International Student | 6% | 5% | not reported |
| Black or African American | 7% | 9% | 5% |
| Asian             | 17%    | 13%    | 7%     |
| Hispanic or Latino| 14%    | 19%    | 8%     |
| White             | 50%    | 43%    | 76%    |
| Total             | 100%   | 100%   | 100%   |

After nine years of steady growth, participation in credit-bearing study abroad leveled as some students chose Campaign Semester or innovative Young, Anderson and Luce-funded Global Projects. This trend is consistent with national participation rates which have slowed considerably in the past five years. See graph on page 2.

International and exchange students represent 25 countries. Nearly half originate from China or other non-English speaking countries, prompting a need for specialized supports and cultural awareness. For more details, see page 3.

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Inclusiveness and Accessibility
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Our goal is to demonstrate to all students that our programs are accessible and inclusive. On our website we prominently feature “Diversity” resources including recently updated material for transgender students, and deliberately feature photos of racially diverse participants throughout. Recognizing that every student panel matters in the image we reflect... from Admission events to research presentations such as the Keck Undergraduate Research Fair... we always feature a diverse group of participants, across program types. In addition to racial and ethnic diversity we include women in science, GLBTQ advocates, scholarship recipients, and first-generation students. On-campus outreach includes presentations by returnees to student clubs such as the Black Student Alliance.

Our in-country partners share our commitment to inclusive excellence. They recognize that diverse participants may have specialized needs. For example, CIEE Resident Director Ronel Stevens, Service Learning Semester, Cape Town, South Africa recently wrote to IPO regarding Diamond Webb (SOC ‘16) and Antoniqua Roberson-Dancy (UEP ‘16):

“I just wanted to let you know how amazing these two have been so far. We have just completed an Expectations Workshop and both their contributions moved the room. I think that they will require more support in terms of the dualities they face being African-American, coming to South Africa and working in townships (in schools and prisons).”

Exceptional Diversity - Latin American Writers in Spain

A diverse program portfolio that includes short-term faculty-led courses serves the College commitment to access for groups traditionally underserved in study abroad. As the graph below indicates, the demographics of Professor Adelaida Lopez’ spring/summer 2015 course, Latin American Writers in Spain, demonstrates outstanding participation by underrepresented students (URM on the graph), first-generation and Pell-eligible students.

Written reflections from two first generation underrepresented students indicate beneficial learning experiences:

- “...all of the sites enhanced my learning, understanding, and ability to interconnect the relationship between history and literature. I really enjoyed visiting all that we did.”

- Participation “reaffirmed a lot of what I have learned already. When we walked through many of the neighborhoods in Madrid and Barcelona, I was reminded of the

2014-2015 Abroad Programs and Projects by Destination Region

Cultural Curiosity Abounds!

Tigers pursue international study & projects in DIVERSE locations, 58% outside of Europe compared to 46.7% nationwide (National student mobility census, Open Doors, 2014).
Relentless incremental effort across campus is improving supports for our growing international student population (see graph, right and infographic, below), and early evidence suggests these supports may reduce barriers to their success. The services and supports aim to couple expertise across campus with the intercultural advocacy of IPO.

Academic Advancements

Faculty continually adapt their teaching methods to embrace the learning needs of our growing international student population. Office hours remain one of the top two supports most valued by international students, according to an international student survey. Similarly, Student Affairs responded to international first-year student requests for note takers and “smart pens” while they acclimate to English and liberal arts formats. The Core Office contacted students to overcome internet barriers to CSP enrollment. The Center for Academic Excellence offered specialized workshops in study skills and writing and collaborated with the Cultural Studies Program to assign Writing Fellows to spring CSP courses with good results. For the third year in a row, international first-year GPAs average over 3.0.

Student Affairs Enhancements

Residential Education demonstrated outstanding innovation as it conceived, advertised and filled a Global Citizenship floor in Erdman Hall and hired an RA (resident advisor) from China. They allow international students to live on campus over winter break. The Emmons Health Center have recognized that international students may need to speak with doctors and therapists in their native languages. OxyEngage reserves spots on pre-orientation trips so students can see some of Los Angeles and meet US students. Student Life now utilizes international mail couriers to ensure new student information is received by first-year international students in a timely manner.

Standout Efforts Across Campus

The Hameetman Career Center partnered with IPO to run developmental workshops on a four-year approach to career discernment and implementation. Human Resources prioritizes international students for campus jobs since they cannot work off campus. Admission continues responsive innovation in recruiting and selecting students, expanding to Latin America. Admission also conducts online interviews to ensure appropriate English language proficiency.

The long-term outcome of these supports has yet to be fully documented. We are carefully monitoring international students’ academic achievement, retention and graduation rates. As our overall campus culture adapts and evolves, questions remain about the virtue of attracting a diverse international class rather than concentrating on one country. While a large group provides the opportunity to investigate deeply particular cultural norms and expectations, and to develop ways of bridging between differing expectations, would a multicultural international student population be more commensurate with Occidental’s commitment to diversity?
Our distinctive Richter scholars program combines two high-impact practices, research and international setting, to serve a diverse group of participants. Three of the five summer 2015 Richter group are underrepresented students. They include two humanities, two social science and one science student. Research topics range from bird breeding patterns in Australia to youth civic engagement in post-revolutionary Tunisia. See the list of 2015 scholars and faculty supervisors below.

“By calling CGNet on their cellphones, women are able to voice grievances with the government independent of the men in their village.”

Sarah Corsa ’16 (Diplomacy and World Affairs) was the Grand Prize winner of the IPO/Center for Digital Liberal Arts Annual Global Crossroads Dispatch contest. She entered the photo and text, above, in the category Emancipation, the College-wide 2014-2015 theme. Sarah’s dispatch, demonstrates concepts that she learned to recognize DIVERSE concepts of emancipation, liberation and freedom. Sarah was a participant of Oxy’s semester in Jaipur, India, in partnership with SIT: Sustainable Development and Social Change.

Learning Abroad Fosters Diverse Perspectives

Our assessment of student learning includes a review of written responses to open-ended questions. When prompted to reflect on aspects of their experience that most impacted their learning, 63% of semester study abroad survey respondents identified exposure to another culture as helpful to fostering a more diverse perspective.

Students wrote:

- “Through taking courses about Islamic history and culture and through learning more about Moroccan culture and religion I gained a new perspective about the world.”
- “I am not only more aware of cultural values I grew up with, but I am about to see faults and question why my society is the way it is.”
- “Learning about the culture, the history and in general the society of Rome really opened my eyes to the complexity and diversity of our world.”