

## **The Office of Global Studies Annual Assessment Report 2018-2019**

### **I. Purpose:**

The Office of Global Studies (OGS) is an academic department that reports to Dr. Kerry Fulcher, Provost and Chief Academic Officer of Point Loma Nazarene University. OGS aligns its work closely with the mission of the University. In its mission statement, OGS reiterates the importance of educating Point Loma students to become Global Citizens that engage and impact meaningful changes in the world. The educational process involves the PLNU community, in particular faculty who have significant influence over the student's development and growth, to infuse global education into the teaching and learning both in and out of the classroom, here and abroad.

### **OGS Mission Statement What We Believe**

In order to prepare Point Loma Nazarene University students for an increasingly globalized world and to become more culturally competent, it has become evident that we need to improve our understanding of the larger world beyond our own nation, as well as learning to understand and appreciate cultural diversity at home.

It is important to prepare students to act as informed global citizens and to help them comprehend the interdependent character and nature of world events. The preparation for a "global citizen" includes acquisition of foreign languages with a primary focus on communication, international understanding, awareness of other cultures and peoples and recognition of the multilingual, multicultural and ethnic influences at home and abroad. We seek for them to gain competence to live and work with other peoples, cultures and issues, beyond just basic understanding.

The core of our work is to educate the whole person and foster the Christian values that will guide their spiritual and personal paths beyond PLNU. The academic experience here and abroad ought to be integrated seamlessly with their faith journey in order to strengthen their engagement in the community where they can contribute to and make a real difference.

### **What We Do**

The Office of Global Studies is the unit on campus that promotes, facilitates and coordinates all program efforts for overseas studies and related academic activities, including faculty-led courses, semester and summer abroad, scholarly research and exchanges. It is committed to supporting the PLNU mission of academic excellence, community and service. It strives to develop global citizens by facilitating students to study abroad through transformative academic partnerships with reputable overseas institutions and carefully selected affiliates. It also aims to provide faculty and staff with professional development opportunities that stimulate interest in different cultures, integrating academic curriculum and supporting PLNU's internationalization efforts.

On an annual basis, OGS sends about 200 students abroad on partner or affiliate programs, and 6-10 faculty-led courses. It cultivates faculty interest in international education and partners with them in the development of new and innovative field-based courses abroad. It also provides administrative and logistical support; in addition to managing budgets, safety and wellness of the groups. OGS also builds a network of partnerships with universities around the world, provides faculty and staff with professional development opportunities, and develops new programs that are beneficial to the University.

Please see the attached summary on the statistics of *faculty-led, partners and affiliates, and student enrollment numbers*.

## **II. OGS Advisory Board**

The OGS Advisory Board is composed of faculty representatives of many academic departments and staff representatives of administrative offices. These are volunteer positions and members serve on a rotational basis depending on key issues being discussed. The composition of the OGS Advisory Board may change with annual strategic goals and current projects. The group serves as a sounding board for the OGS team and provides valuable feedback and guidance on matters pertaining international education at PLNU.

**2018-2019:** After reviewing and setting policies for study abroad the last two academic years, the group decided to change to a new model. Instead of convening monthly large group meetings, it invites focus groups to discuss different initiatives. In this format, members may choose to join any of the groups and new participants can be invited to contribute to the conversation. Special meetings are held to discuss new initiatives such as PLNU-Hope (Liverpool, UK) and PLNU-Peace (Israel, Jordan).

### **Faculty participants:**

Dianne Anderson, Biology; Mark Maddix, Theology & Christian Ministry; Robbie Maakestad, LJWL; Dianne Anderson, Kinesiology; Bill Wood (History), Robert Gailey, International Business and Director of the Center for International Development; Kris Koudelka, Biology; Stephanie Matthews (Theology & Christian Ministry); Susan DeCristofaro Rogers (Sociology, Social Work, and Family Sciences) and other invited guests.

### **Administrators & Staff:**

Karen Lee, Institutional Research and Assessment; Mollyanne Porter, Student Financial Services, Lilliana Reza, Spiritual Development

**OGS Team:** Nayeli Luis, Department Assistant; Diana Meza-Ehlert, Study Abroad Advisor; Chris Corbin, Assistant Director; Kathy McConnell, Emeritus faculty & dean; Sandy Soohoo-Refaei, Director

## **Summary of meetings and actions:**

PLNU-Hope was launched last fall with very successful results. The enrollment of student was high and overall, satisfied with their experiences. Areas to be strengthened include revising of the faculty-led portion and recruiting of leaders. Liverpool Hope has proven to be a good match and has continued to be a very supportive institutional partner.

The focus group for PLNU-Peace met several times to discuss a potential semester-long program in Israel and neighboring countries. After working with the group to set some basic objectives for the program, the Director of OGS received an invitation to participate in an Israel University Study Tour with an American delegation from March 10-19, 2019. It was hosted by the five top universities accredited by the State of Israel and she visited Tel Aviv University, Hebrew University, Ben-Gurion University, University of Haifa, and Technion Israel Institute of Technology. Upon her return, the group met again and has continued to work on the plans for the PLNU-Peace program. Having done the initial vetting of these universities and updating the administration, the next steps will be meeting with the university legal counsel, signing of agreements, selecting faculty leader(s), and marketing of this new program.

Other potential initiatives are PLNU-Love (education) and PLNU-Joy (nursing, sustainability, international development). Conversation have begun between OGS and faculty in several academic departments.

## **III. Capacity and Resources**

OGS has an allocated budget from the administration that covers salary, operating budget, equipment, student employees and interns, and programming such as orientation and training. It is housed in the Jim Bond Academic Center and shares an office space with Academic Support, Disability Services, Multicultural and International Students.

All faculty-led programs are expected to be self-funded and not dependent on institutional resources. Through a carefully structured application and screening process supported by a faculty committee, qualified faculty-leaders may receive a small grant to conduct a scouting trip to familiarize themselves with overseas venues and develop local connections.

In 2018-2019, as a result of the 2018 proposal and selection process, nine faculty-led programs were selected by the Faculty Resource Committee (FRC) and slated to run in the fiscal year of 2019. Four programs were cancelled due to either low enrollment or faculty decision. Five are being implemented this summer, including three new courses.

OGS strives to be good steward of the University resources and works diligently to create scholarships and other incentives for students through partnerships and

outside sources. In this past year, OGS has successfully established six new PLNU-Partner/Affiliate scholarships since 2015 to make study abroad more accessible to students, especially those among underrepresented populations, and to generate more interests for those programs that are located in less traveled regions of the world. It has also worked to improve communication with students so that they are aware of these great opportunities. OGS is always on the lookout for new resources to add to the scholarship funds.

In 2018-2019, we notice a decrease in semester enrollment. While this seems to be a national trend, at PLNU it is primarily due to the increase in cost and surplus charges applied to comprehensive fee model for programs that exceed PLNU tuition and housing fees, and discontinuation of departmental policy allowing students to take 101 and 102 intensive Spanish or French abroad. The OGS team is working on improving this through new strategies.

**Effectiveness: Services and Community Engagement (With input from OGS Team Members: Meza-Ehlert, McConnell, Corbin and Luis.)**

***List of faculty-led programs 2019 & Enrollment Statistics*** – *These programs provide faculty with professional development opportunities, promote interdisciplinary collaboration, and enhance student learning through field study and interaction with local communities abroad.*

#### **2019 Faculty-led programs**

**Dianne Anderson & Ted Anderson, Biology & Optimal Health in Hawaii, Bio 103/Bio 103L & PED 200. Request for scouting trip approved.**

**\*Ben Cater Honors 150, Mexico City. Request for scouting trip is approved.**

**Lael Corbin and David Carlson, Euroterm: France, Italy, Germany; Art 226, Art 305, Art 103, Art 201.**

**\*Nina Evarkiou and Charlene Pate, Literature in Greece, LIT 200, LIT 350, LIT 252, LIT 490.**

**(Alan Hueth) and Rebecca Laird, PLNU-Hope, England & Ireland, Comm 100 & THE 306**

**Victor Labenske and Eugene Harris; Introduction to Music & Music History Seminar, England, France, Italy and Austria, MUH 100, MUH 495, Art 100. Request for scouting trip approved.**

**Lindsey Lupo, Transition to Democracy: From Force to Freedom, Prague, The Czech Republic, POL 101.**

**Randal Schober, Scott Bennett, and Paula Gronovich, BUS 480: International Business, Brazil & Chile, BUS 480, SPA 302. Request for scouting trip approved.**

**\*Chris Sloan, Nursing in Ghana.**

***\*Program cancelled by faculty leader due to either personal decision or low enrollment.***

*See more details provided by Chris Corbin in the Faculty-led Logistical Management Summary.*

### ***List of partners and affiliates, joint ventures***

#### **Partners**

James Cook University  
Kansai Gaidai University  
Korean Nazarene University\*  
National University of Ireland – Galway  
SIAS University  
University of Canterbury  
University of Otago  
Universidad de Salamanca  
Universidad San Francisco de Quito (USFQ) University of Western Cape\*

\*Inactive, 2018-19

New Partners- Through a consortium established by Fulbright Taiwan, PLNU has five new partners in Taiwan. Students may direct enroll through the consortium. Many scholarships are available.

National Taiwan University, National Chengchi University, Tunghai University, Feng Chia University and National Cheng Kung University

#### **Affiliates**

American Institute of Foreign Study (AIFS)

Academic Programs International (API)

Council for Christian Colleges & Universities (CCCU) – Best Semester

Cultural Experiences Abroad (CEA) Study Abroad

Study Abroad Italy (SAI)

School for International Training (SIT)

Semester at Sea (SAS)

School for Field Studies (SFS)

Webster University

The Education Abroad Network (TEAN)

International Studies Abroad (ISA)

DIS Study Abroad (Denmark)

Institute for Global Education (IGE)

LCC International University

Nazarene Theological College (NTC) Manchester

American University

Eastern Nazarene College Boston Semester

George Washington University

The King's College

The Sacramento Semester Program

Au Sable Institute

Creation Care Study Program

Quetzal Education Research Center (QERC)

Experience Scotland

### **Joint Ventures**

SIAS University, China – J-1 Exchange Visitors. PLNU continues to receive two or more short-term scholars from SIAS each term and they contribute to Chinese language instructions and the learning of Chinese culture. They also participate in community events and give classroom presentations.

Liverpool Hope University – PLNU-Hope short-term faculty-led and semester-long study is being offered for the second time this year. It has been a good partnership with Liverpool and different faculty are taking turns to lead the summer portion each year.

OGS is in conversation with several other potential affiliates and partners. The main purpose is to fill the gap of programs and locations sought by faculty and students, and to diversify our offerings. Special focus is on less commonly traveled to countries such as those in Africa, Latin America, and the Middle East.

### ***OGS's assessment and activities, lessons learned and plans for the future***

#### **I. Increase semester enrollment numbers**

OGS team worked with many departments on campus to increase participation for semester abroad programs and actively tracked enrollment information more carefully to identify areas that need to be strengthened. Also, team efforts to reduce competition between summer and semester programs and encourage students to go on a longer program for immersion and cost factors. We are beginning to see results from new marketing strategies. See summary on enrollment by Chris Corbin, Assistant Director.

2. Reach out and collaborate with academic departments on the alignment of courses and selection of new programs. Please see attached summary, 2018-19 OGS Academic Assessment by Diana Meza Ehlert and Kathy McConnell, Study Abroad Advisors.

3. Annual review of partners and affiliates in the summer based on quality, standard, enrollment, student support/services, safety and crisis management, cost, and many other factors. This is usually conducted in June by the OGS team.

4. Continue to partner with Institutional Research and Assessment to create an assessment tool for faculty-led programs. Take feedback into consideration for next year's process and preparations. Continue to use the survey to capture faculty and student experiences on short-term programs.

5. Global Ambassadors recruitment, selection and training. Also their work experiences in OGS and how they contribute to the overall OGS goals. See summary prepared by Nayeli Luis, Department Assistant.

6. Create more scholarships for students from underrepresented populations to engage in international education. Currently, we have established funds in the following restricted scholarship accounts: PLNU-SAI, PLNU-AIFS, PLNU-AFS, University of Canterbury, PLNU-ISA, PLNU-TEAN, and PLNU-API. We continue to work on this goal and more closely with accounting to streamline the process.

7. Strengthen the OGS team with on-going cross training, professional development travels, conferences and workshops. All team members have engaged in such opportunities during the 2018-2019 period:

Diana Meza-Ehlert – ISA Advisor Workshop, Austin, Texas; NAFSA Region XII Conference, Reno; Site visit SAI, Italy; Town Hall, Los Angeles

Nayeli-Luis, site visit, Living & Learning, Ecuador, with Professor Dianne Anderson; Town Hall, Los Angeles

Chris Corbin, NAFSA Academy, NAFSA Region XII Conference, Reno, site visit, API Italy; Town Hall, Los Angeles

Kathy McConnell, CEA Barcelona Advisor Workshop, Spain

Faculty Professional Development:

Lindsey Lupo, CEA Prague site visit, resulted in a new faculty-led program taught in partnership with a faculty on-site this summer

Ross Oaks Mueller, Psychology, Webster WINS, Vienna, Austria, June, 2019

Rob Galley, International Business, International Development and Sustainability, Kenya Nazarene connections, during his sabbatical, 2019

Chris Sloan, Nursing, CCCU Best Semester faculty seminar, June 2019

Mark Mann, scouting trip, PLNU-Hope, UK, summer 2019 (for 2020 faculty-led course)

Brad Kelle, scouting trip, Israel, May 2019 (for 2020 faculty-led course)

Mary Adams and Kris Lambert, scouting trip, Ireland, summer 2019 (for 2020 faculty-led course)

We are working with our institutional partners and affiliates to provide more opportunities for faculty and staff.

Respectfully Submitted,

Sandy Soohoo-Refaei  
Director, Office of Global Studies June 4, 2019

Enclosures:

**Academic advising summary**



## Enrollment numbers

### Summary and assessment of the Global Ambassador program, insurance, billing, Study Abroad Fair submitted by Nayeli Luis, Departmental Assistant

#### Office of Global Studies Learning Outcomes Alignment to Student Development Learning Outcomes, General Education Learning Outcomes, and AAC&U VALUE Knowledge & Intercultural Competence Rubric

Program	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence
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#### OFFICE OF GLOBAL STUDIES PROGRAM LEARNING OUTCOMES

1. Demonstrate the ability to adapt in a cultural environment dissimilar to one's own.
2. Analyze the similarities and differences between the cultures encountered compared to one's own.
3. Reflect on personal faith and vocational aspirations in light of intercultural experiences.
4. Demonstrate an attitude of openness, learning, and respect in intercultural interactions.

#### RELEVANT GENERAL EDUCATION LEARNING OUTCOMES

GELO 2a: Students will develop an understanding of self that fosters personal well-being.

GELO 2c: Students will demonstrate an understanding of the complex issues faced by diverse groups in global

and/or cross-cultural contexts.

#### AAC&U INTERCULTURAL KNOWLEDGE & COMPETENCE VALUE RUBRIC

Knowledge: Cultural self-awareness, knowledge of cultural worldview frameworks, demonstrates understanding of the complexity of elements important to members of another culture

Skills: Empathy, verbal and non-verbal intercultural communication, skillfully negotiates a shared understanding based on cultural differences

Attitudes: Openness, asks complex questions about other cultures, initiates and develops interactions, suspends judgment in valuing interactions with cultural difference

Version Date: 6.19.17

Office of Global Studies with the Office of Institutional Effectiveness & Research

#### GELO, AAC&U



O GS PL O 1		-	X		GELO 2c AACU Skills
O GS PL O 2	XX				GELO 2a GELO 2c AACU Knowledge
O GS PL O 3		-	XX		GELO 2c AACU Knowledge
O GS PL O 4			X		GELO 2c AACU Attitudes

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# INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact [info@aaaj.org](mailto:info@aaaj.org)



## Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and international perspectives: Understanding and valuing cultural diversity is vital* Margalit Segalovitch, ed. M. A. Moilanen, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a grade to any work sample or collection of work that does not meet *benchmark (all one)* and *performance*.

	Capstone 4	3	Missions 2	Benchmark 1
<b>Knowledge</b> <i>Cultural self awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity, aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural similarities/differences</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, position, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, position, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, position, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, position, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Integrates intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	Shows minimal interest in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to meet, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Resists to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

**\* FACULTY \***

**Global Studies Post-Travel Faculty Questions**

*Please take a few minutes to respond to this questionnaire on your study abroad experience as faculty. Your responses will provide valuable information to assist us in improving our faculty-led programs.*

First name Last name Department

- Could you please describe any highlights of your program?
- Of the highlights, are any attributable to repeatable “best practices” for future programs? If relevant, please describe.
- In addition to the incidents which were already communicated to OGS, what other critical incidents or challenges occurred during your program, if any? How were they addressed? What recommendations do you have for addressing the incidents or challenges in the future?
- For your program, would you please share anything that positively changed or impacted your pedagogy and/or scholarship?
- What innovations – geographical locations, program design, or other – do you envision for the future of global studies programming at PLNU?
- How else could we improve our programming to serve faculty and students in the future?
- Is there anything else you’d like to share with us?

**Please rate the following statements:**

**4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree**

- Students in this program successfully demonstrated the learning outcomes designed for it.
- This program successfully demonstrated a commitment to cultural diversity.
- My program was sufficiently marketed and promoted prior to travel dates.
- My students and I felt safe during our experience.
- I would lead this study abroad program again.
- I am open to additional or alternate locations in the future.

We thank you for your time spent taking this survey. Your response has been recorded.

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**\* STUDENTS \***

**Global Studies Pre- & Post-Test Student Assessments**

## 1. Cultural Quotient Instrument: Resources from Dr. Rob Gailey

Professor of Business and Director, Center for International Development

a. A Harvard Business Review [article](https://hbr.org/2004/10/cultural-intelligence) on Cultural Intelligence by P. Christopher Earley and Elaine Mosakowski  
<https://hbr.org/2004/10/cultural-intelligence>

b. [CQ Assessments](https://culturalq.com/products-services/assessments/cq-assessments/) (various services available for specific needs) from the [Cultural Intelligence Center](https://culturalq.com/products-services/assessments/cq-assessments/)  
<https://culturalq.com/products-services/assessments/cq-assessments/>

c. A [review of assessments](https://culturalq.com/wp-content/uploads/2016/06/JCCP-2013-Matsumoto-Hwang.pdf): <https://culturalq.com/wp-content/uploads/2016/06/JCCP-2013-Matsumoto-Hwang.pdf> d. A 2008 article on Cultural Intelligence: Domain and Assessment

[https://www.researchgate.net/publication/249622427\\_Cultural\\_Intelligence\\_Domain\\_and\\_Assessment](https://www.researchgate.net/publication/249622427_Cultural_Intelligence_Domain_and_Assessment)

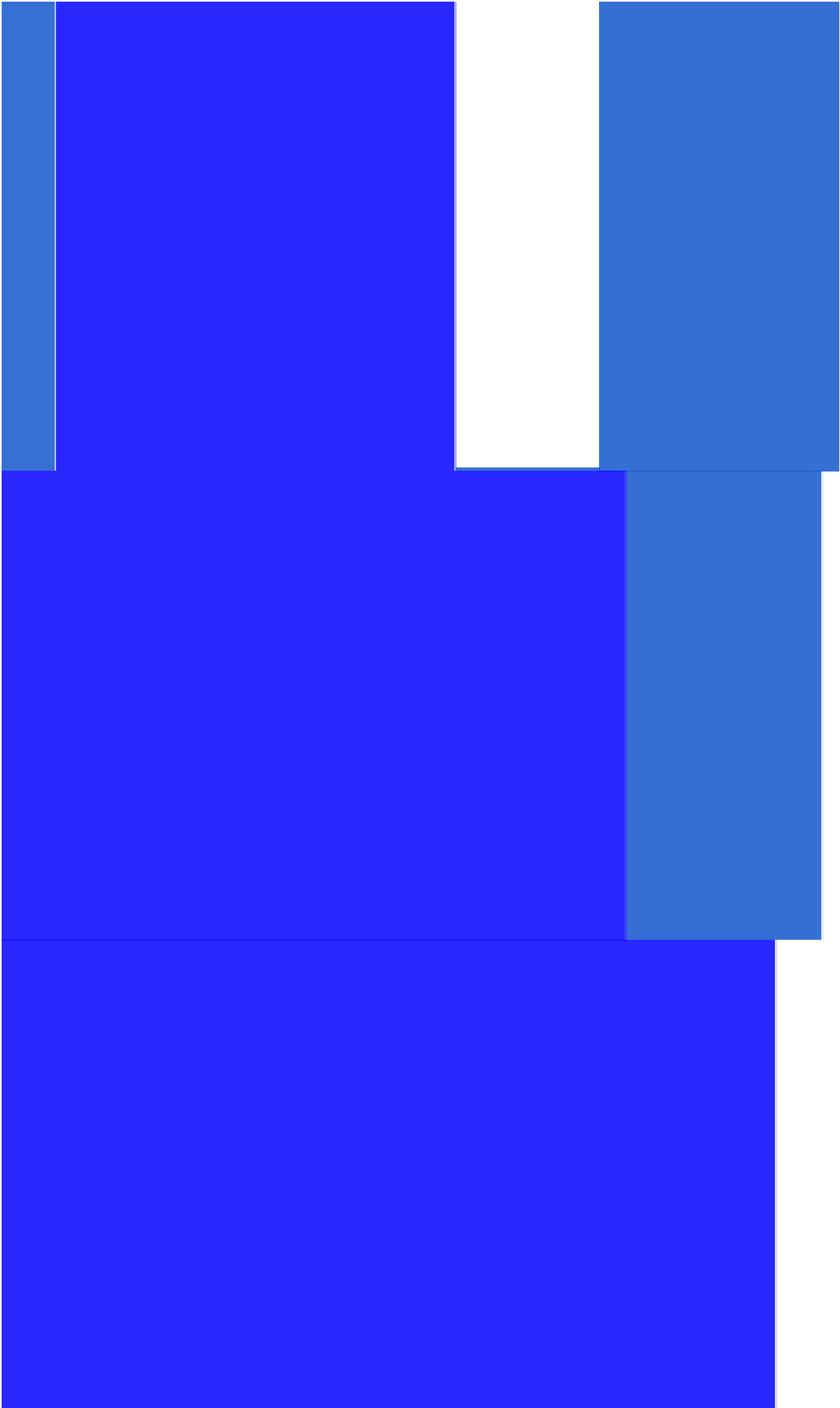
e. [Abstract](http://www.tandfonline.com/doi/abs/10.3200/JOEB.81.3.140-144) for an article about a study abroad assessment done to business students who studied in London. The problem with this study is that it appears they had no "control" group to compare - it is just a pre-post test.  
<http://www.tandfonline.com/doi/abs/10.3200/JOEB.81.3.140-144>

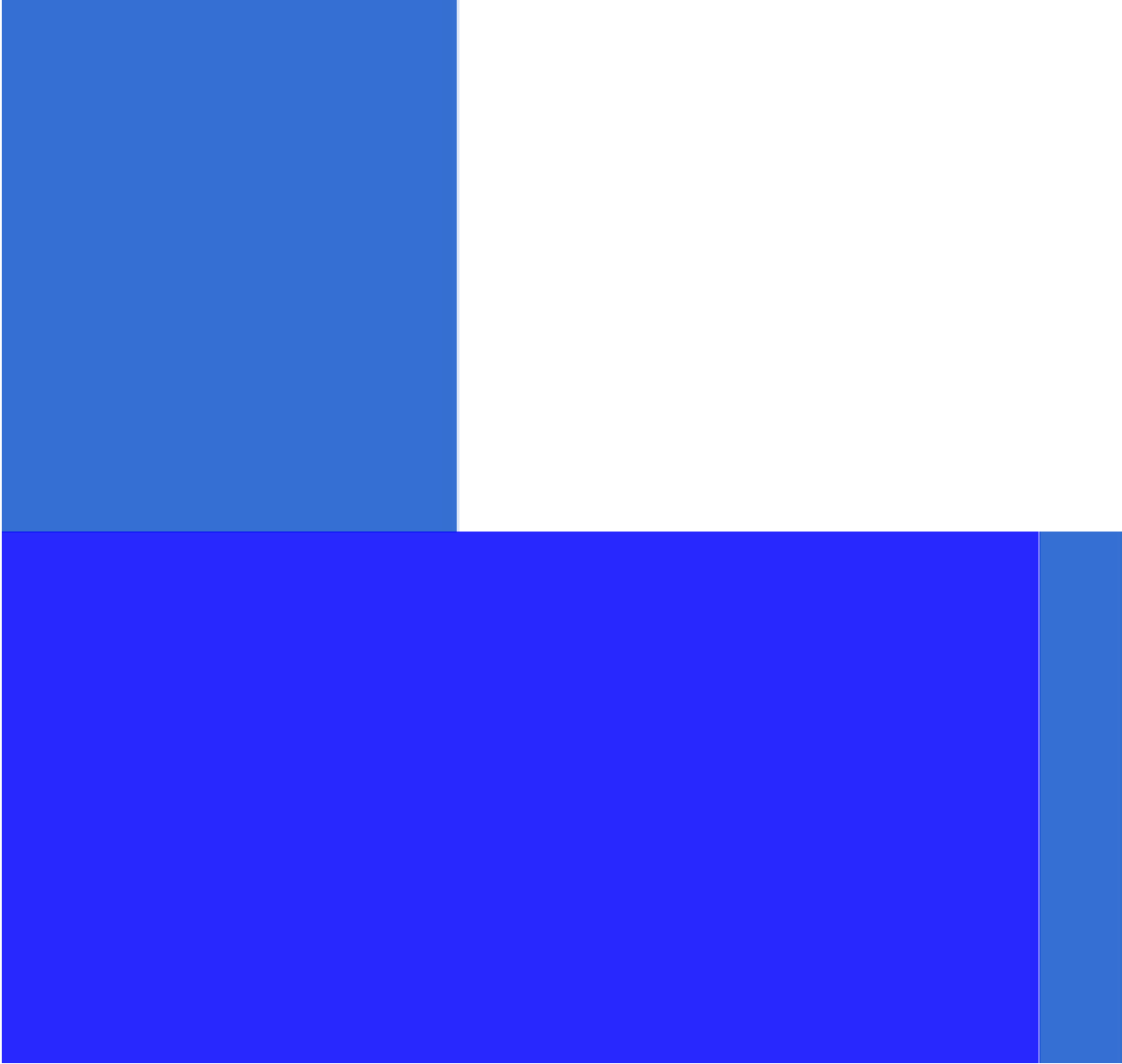
f. [Here](#) and [here](#) are two instruments and a [book on Cultural Intelligence](#). i. Cultural Awareness Self-Assessment Form:

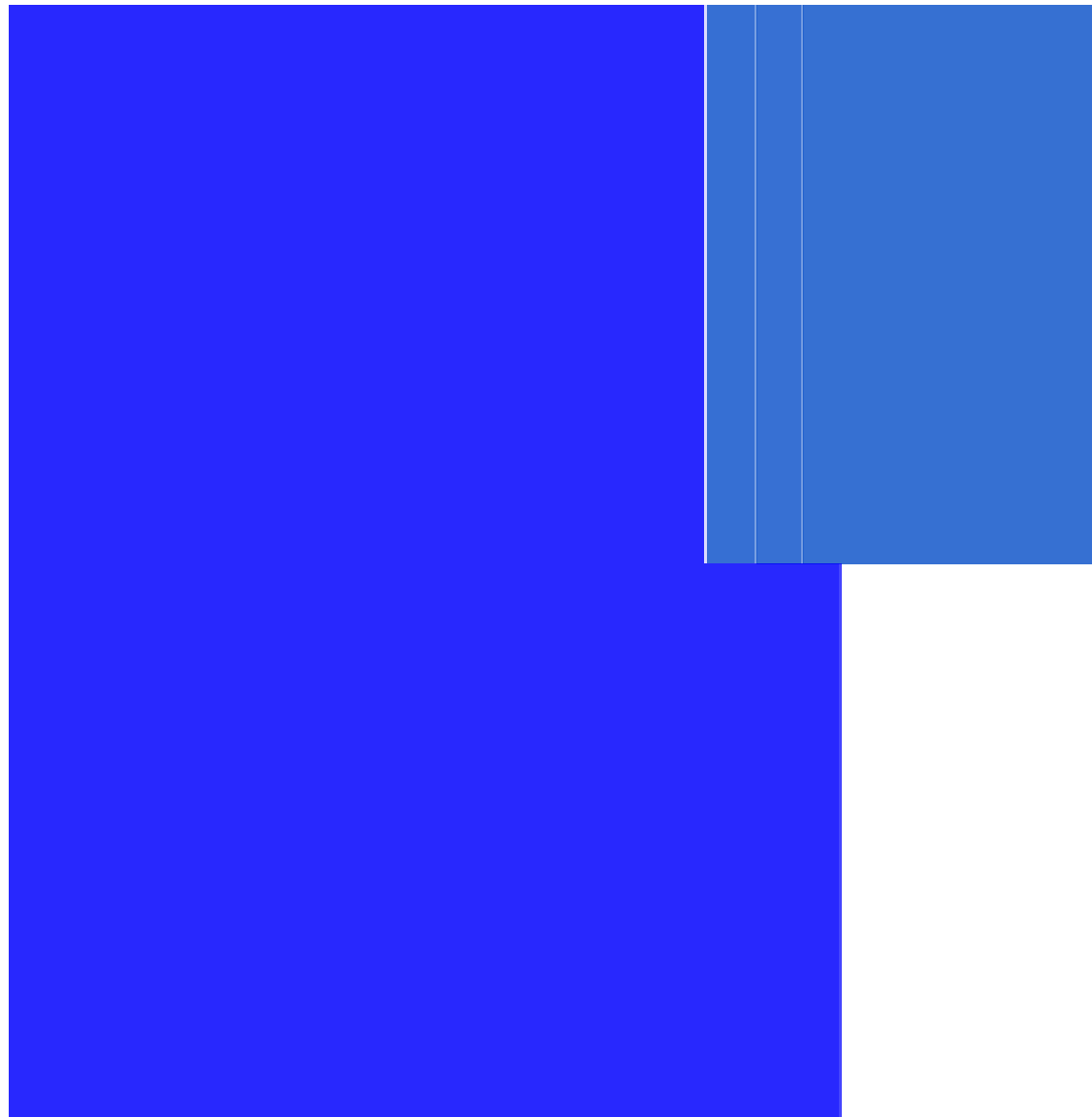
<http://highered.mheducation.com/sites/dl/free/0072563974/87090/ch02.html>

ii. Cultural Competence Self-Awareness Checklist

[http://www.lacrosseconsortium.org/uploads/content\\_files/Awareness\\_self\\_assessment.pdf](http://www.lacrosseconsortium.org/uploads/content_files/Awareness_self_assessment.pdf)







iii. *Cultural Intelligence: Individual Interactions across Cultures*  
by P. Christopher Earley and Soon Ang (Palo Alto: Stanford University Press 2003)

## **2. Focus Groups: Student Interviews – More will be done this year by the OGS team**

## **3. Reflective Essay Questions Aligned to PLOs & Evaluated by AAC&U VALUE Rubric**

OGS PLO 1. Please discuss instances where you demonstrated your ability to adapt in a cultural environment different from one(s) to which you're accustomed. For example, how did you apply empathy and/or intercultural communication skills to the situation(s)? How did you apply cultural knowledge to solving problems or issues you encountered?

OGS PLO 2. Please analyze the differences you observed between the cultures you encountered compared to your own. How do your observations demonstrate your understanding of the complexity of elements valued by



members of the cultures, especially in relation to their history, politics, communication styles, or beliefs and practices?

OGS PLO 3. Please reflect on your personal faith and vocational aspirations in light of your intercultural interactions. How did your knowledge, interactions, and experiences shape or inform your faith journey (self-examination or reflection in terms of faith) and sense of vocational call (for example, service as an expression of faith)?

OGS PLO 4. Please discuss any instances where you might have demonstrated openness in your interactions. For instance, when encountering cultural difference or newness, did you work through a sequential thought process that allowed you to suspend judgment? Did you value interactions with difference, and if so, how? Were you able to demonstrate respect and empathy, or bridge understanding to transcend difference? If so, how? If not, please explain.

### **Submitted by Nayeli Luis, Department Assistant:**

#### **Study Abroad Fair**

The purpose of our Study Abroad Fair is to create awareness of study abroad programs on campus. We have tables and canopies on campus hall and provide information on programs and internships in several countries. A lot of times this event is the first time a student hears they can continue their education abroad. Hence, our target audience for this activity are Freshmen. By inviting our partners, we hope to show students that there is a program for everyone. In the spring of 2017 year we had 8 partner organization come to our fair while in the Fall 2018 we had 10 partner organizations. This spring 2019 we had 10 partner universities assist our study abroad fair. A few of our partners can only make it one semester, hence why even though we have a greater number of partners, the numbers stay around the same. In terms of advertisement for the fairs, we advertised in the Toilet paper, Lomalink, social media and posted flyers throughout the university. The goal is for next fall to do strategic marketing in Instagram and post a different study abroad fair flyer every week two months before the fair. This is so we can attract the attention of incoming students before NSO.

#### **Global Ambassador**

The goal of our office like many others, is to accomplish the mission of the University. Through our Global Ambassador program, we aim to contribute to students' Christian formation and global engagement. Our Global Ambassador program takes four study abroad returnees to help the office outreach to students who don't know about study abroad. After a careful selection, a few students are chosen to be interviewed. In the interview for the Global Ambassador (GA) position, we ask students how they lived their faith abroad. By the time students engage with other PLNU students during informational sessions, they are ready to

speaking about their experiences and how being abroad challenged them and strengthened their Christian faith. This upcoming year, we will have five global ambassadors working the same number of hours because we receive three times more applicants than we can take.

### **Insurance**

Goal: Enroll students in insurance and pay on time. Due to risk management, we also enroll faculty and other program leaders in insurance. We need to identify a policy that covers domestic travel.

Outcome: Students are enrolled in insurance in groups of two per term depending on the date they depart. Students receive their insurance packages (including their ID card) prior to their departure. This year our goal was successfully met.

### **Payments**

Goal: To increase communication with the accounting department.

Outcome: Every semester we are now giving Katie Lapolla in Accounting, a spreadsheet with the names of the students going abroad and the fee they should be charged. Accounting had this information, but it will now be in one spreadsheet. This change will facilitate the communication between the two offices and make the process of invoicing students smooth.

### **Faculty-led surveys**

After faculty leaders return from abroad, they are required to submit end of the program surveys. All of the faculty leaders agreed that the programs they led, demonstrated a commitment to cultural diversity. The leaders felt safe during their experiences and were also open to additional or alternative locations. Leaders who did debrief sessions with their students found it connected their group and see how every student was experiencing the trip. Some challenges the leaders faced were logistics once they arrived at the country of destination (obtaining receipts, public transportation). It was interesting to read that leaders found it to be a smart idea to give their students a day or the weekend to themselves as a time of rest.

### **J-1 program**

The J-1 exchange visitor program promotes cultural exchanges at the university. This past year two scholars came from China from two different disciplines (Business & Journalism). The scholars did guest lectures in a few classrooms and made food to share with students. The scholars had housing on campus and a small meal stipend provided by the administration.

In the Spring of 2019, two other scholars came to PLNU, but the office encountered a few challenges with their stay. The office had to look for housing outside of the university, because it was not provided. As a result, the scholars found it challenging to engage in faculty programming like lectures done in the evening. Since there was no meal stipend this time, the scholars had less opportunities to talk with students. Due to these factors, the office staff encouraged participation in exercise classes available at PLNU and attending cultural events around San Diego.

## Survey:

1). Reflect on the tasks you did in the Fall semester (projects given based on availability) and the Spring semester (projects based on personal skills). How satisfied were you with this change?

2 responses



2). I was completely satisfied with my position as a Global Ambassador.

2 responses



3). Can you please elaborate your agreement or disagreement?

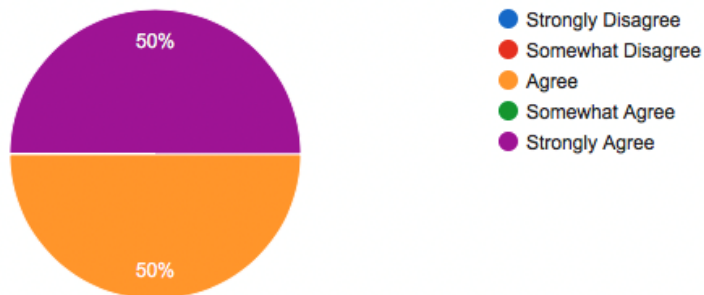
2 responses

I love this job because I feel like I work in a place where I both fill a need and complete tasks based on my strengths. I love that I am able to help the office in a way that is needed but also in a way that I enjoy. I love the mix of interaction with students and families, group work, and self-guided work.

I was able to help others on their study abroad journey and I really enjoyed all aspects of that whether it was talking with students during info sessions or working on projects.

4). The amount of GA monthly meetings were sufficient.

2 responses



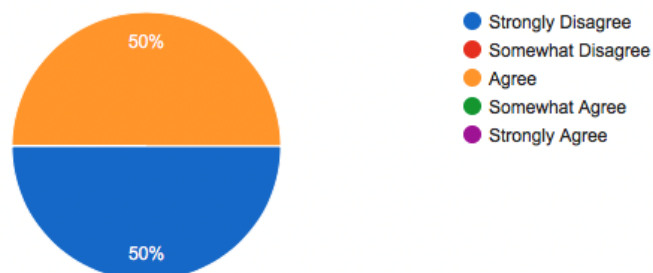
5). The GA position made me feel closer to the PLNU community?

2 responses



6). The GA position has helped me develop skills that I will use in my future career.

2 responses



7). If you agree the GA position has helped you with skills for your career, please describe how.

2 responses

1. The GA position has given me so many opportunities to speak publicly in front of students, parents, and guests. I feel like a stronger public speaker and better at conveying my ideas in a cohesive way.

2. Working on the social media for the office, this directly relates to my major and I got to practice strategies and techniques for improving the social media presence of an organization.

Talking with others in a variety of situations has improved my communication skills.

Helping students search and apply for programs has allowed me to practice effective problem solving to see how I can help them achieve their goals with different course and location restrictions.

Using different marketing techniques to effectively promote study abroad.

**Advising Assessment submitted by** Diana Meza-Ehlert & Kathy McConnell Study Abroad Advisors, Office of Global Studies

**Goal: To deliver excellent service to students, staff, faculty and community**

- • Provided students one-on-one academic advising, program information, application guidance, and preparation. (goal met by April '19)
- • Set-up regular "Advising on Caf Lane" advising sessions to inform and equip students with information on study abroad programs and provide academic guidance. (goal met by Feb 27, 2019)
- • Followed up with students via email, scheduled meetings or walk-ins to monitor progress of applications and course registration. (goal met at various points throughout semester but by May 2019)
- • Assisted parents via phone or one-on-one with guidance on our program offerings and provide support through the different phases of the study abroad application process. (goal met at various points in semester but by April 2019)
- • Collaborated with specific faculty to align student's major requirements with specific study abroad programs. (Goal met by April 2019)
- • Regularly communicated with the Office of Records to evaluate student's course approval forms and make sure students were meeting course requirements. (goal met monthly in 2018-2019)
- • Hosted "Application Workshops" in OGS (week before each application deadline)
- • Continue to meet with various departments and align our programs to their academic needs (by May 2020)
- • Coordinate with various department to give a 3-5 minute presentation at advising chapels (by April 2020)

**Goal: To offer quality academic study abroad programs**

- • Evaluated potential study abroad programs in Israel as well as vetted the relevancy, quality and integrity of their academic offerings. (Goal met by May 2019)
- • Collaborated with various academic departments, like School of Nursing and Biology (ENVS), to assist staff and students with matching major requirements with appropriate study abroad programs. (Goal met by May 2019)

- • Broadened the scope of program offerings to support the growing need of major departments and expand our reach to locations not currently offered or with limited locations such as Taiwan. (Goal met by January 2019)
- • Updated and created new Major sheets to give students information and help with recruitment (Goal met by Dec. 2019)
- • Reviewed API Italy programs in Florence, Rome and Tuscania (Goal met by June 2019)
- • Plan to map out potential study abroad programs for Art & Design, Theology & Psychology and in new locations Israel and Japan. (Meet goal by June 2019)
- • Exploring new programs in Japan and South East Asia offered by some of our providers, in particular ISA (by December 2019)
- • Work with team to review quality and alignment of current programs (August 2019)
- • Create information sheet with programs with internships (November 2019)

### **Goal: To make study abroad programs accessible to all students**

- • Helped organize and disseminate information on several scholarships offered through the Office of Global Studies. These scholarships include: The Mobile Journalist Scholarship, Office of Global Studies Scholarship, The Class of 1949 Endowed Scholarship and various Affiliate Scholarships. (Goal met for each semester)
- • Collaborated with Student Financial Services to meet scholarship requirements and evaluate the financial need of scholarship applicants. (Goal met with each semester)
- • During the 2018-2019 year, over \$19,000 in scholarships were awarded (Goal met by May 2019)
- • Offered a scholarship workshop in the fall to help students access information and apply for PLNU and outside scholarships. One student applied to Boren Scholarship and another to Freeman-Asia Scholarship. (Goal met by March 2019)
- • Plan to reach out to underrepresented students by working alongside MOSAIC to bring students information and guidance. (by June 2020)
- • Plan to execute at least one scholarship workshop in the fall of 2019 and one in spring of 2020. (by April 2020)

### **Goal: To equip and prepare students for studying abroad**

- • Offered Pre-Departure Orientation for students studying abroad. This orientation served to inform and prepare students in the areas of health & wellness, academic transition, culture-shock & adjustment, safety and risk while abroad. All students studying abroad with a partner or affiliate program went through the pre-departure orientation material. (Goal met November 2018 and April 2019)
- • Implemented AlertTraveler, a proactive risk management tool that provides student travelers with country intelligence information, real-time safety and security alerts, instant check-in feature allowing students to report their well-being back to OGS in the event of an incident. (Goal met May 2019)
- • Monitored students wellbeing and safety through AlertTraveler, State Department, World News outlets and affiliate programs where students are located. (Goal met monthly)
- • Connected with students via emails, texts and phone conversations when situations called for a safety check-in. (Goal met as needed)

- • Required all study abroad students to register with S.T.E.P and AlertTraveler ([Goal not met](#))
- • Plan to improve AlertTraveler registration via pre-departure seminars and during application workshops ([by May 2020](#))
- • Help recreate pre-departure orientation by offering a portion of it online ([by May 2020](#))

### **Faculty-led Logistical Management Summary by Chris Corbin, Assistant Director**

FY 2018 – 2019 had 76 students total participate in faculty-led programs, of which 22 students were on a fall semester program and 54 were travelling in the summer for approximately 2 - 3 weeks. Four of the five faculty-led programs that ran were new PLNU programs.

Although this has been a very successful year for faculty-led programs, there were some challenges in the promotion and logistics. Solutions were found, and improvements have been made. Here are some of the challenges and then solutions:

**Student Enrollment Issues:** Some faculty-led programs experienced low enrollment which resulted these outcomes:

- **Ghana Nursing** - This program was initially denied approval and was later granted approval to run. The late promotion for this program may have been a factor in not being able to generate enough interest to run the program. Another factor was that it was the first year the program was being run without the collaboration of the business department and education. This made the pool of students much smaller to enroll from.
- **Honors 150 in Mexico** - This program was cancelled due to low enrollment. The faculty leader chose to postpone the program until 2019 to run the program, to increase interest in the program and to generate funding to cover or assist in student costs. This program was being run in a new location from the previous year. This program was being run in collaboration with a third-party provider (WorldStrides, ISA Custom Programs)
- **BUS480: International Business in Chile and Brazil** - This program was cancelled due to low enrollment by the business department. It was a new location for the program and also the first year it was being combined with the Spanish department. This program was being run in collaboration with a third-party provider (WorldStrides, ISA Custom Programs)
- **Literature in Greece** - The faculty-leader changed their mind about running the program before the program had been promoted to PLNU students

- **PLNU Transition to Democracy in the Czech Republic** - This program reached its minimum number to run the program. One student dropped out and another one took their place, so the program was able to run.

### **Promoting Study Abroad and Faculty-Led Programs**

The OGS Team, with the assistance of the Global Ambassadors, are planning to increase their marketing efforts this coming year. There will be more classroom visits and social media outreach.

### **Application Process:**

There are two focuses were the application process:

- Increase the number of students starting applications
- Increase the percentage of students completing applications (completion rate)

OGS was successful in FA 18 - 19 with increasing the number of students starting their applications. The completion rate of the applications was approximately the same as the previous two years. This will be a focus for the upcoming FY 19 - 20.

### **PLNU Hope:**

- FY 18 - 19: The new hybrid FLP/Semester program was launched in fall 2018. Twenty-two students participated in the program. They spent their first three weeks traveling with two faculty leaders and then stayed in Liverpool for the fall semester. This was a very successful launch for the program.