

The Office of Global Studies Annual Assessment Report 2017-2018

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 Members:

Faculty:

Dianne Anderson, Biology; Mike Mooring, biology; Ted Anderson, Kinesiology; Lindsey Lupo, Political Science; Jim Daichendt, Dean of Colleges; Ben Cater, Associate Dean of Colleges; David Carlson, Art; Robert Gailey, International Business and Director of the Center for International Development; Jacque Mitchell, Spanish; Brian Becker, Director of Spiritual Development; Dan Bothe, Dean of Business; Scott Shoemaker, Enrollment; Holly Irwin, Records; Eugene Harris, Art; Kris Koudelka, Biology

Administrators & Staff:

Karen Lee, Institutional Research and Assessment; Trisha Stull, Director, Sustainability; Jackie Armstrong, Athletics; Mollyanne Porter, Student Financial Services

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: The group meets several times a semester to discuss selected issues pertinent to OGS. This year the primary focus has been on the academic alignment of overseas programs with the PLNU GE and major requirements. We also set up focus groups to examine enrollment strategies and marketing, faculty-led program feedback from past leaders, J-1 Exchange Visitor program and its initial implementation, and integrating students; spiritual development into programs abroad. The task group worked independently during the semester and reported back to the Board with recommendations. Based on their feedback, OGS has developed

new strategies for marketing such as regular visits to residence halls, classrooms, and “Pop-up” meetings with students on CAF Lane at the heart of campus. OGS has been working with the Faculty Resource Committee to further streamline and improve the faculty-led program application and selection process. It also added two faculty seminars to better prepare faculty to lead student groups. Student participants are guided with concrete suggestions on how to maintain their faith journey while abroad. The J-1 program is taking shape with plans for its first cohort of faculty and students from PLNU’s partner university in China this summer.

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.

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.

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

2017-2018 Programs & Activities:

List of faculty-led programs 2018 & 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.*

Business 480: International Business- England and Ireland, Drs. Robert Gailey and Lori Carter

East Asian Culture & Literature- China and South Korea, Drs. Jaeyon Kim and James Wicks

Neotropical Ecology in Cost Rica – Dr. Mike Mooring and LeAnne Sue Elizondo

Ghana Business/Nursing Summer – Drs. Senyo Adjibolosoo and Chris Sloan

PLNU-Hope – September trip to England, Ireland, Scotland and semester-long study at Liverpool Hope University, Liverpool, UK; one-day excursion to Paris, France; Drs. Rick Hill and Rebecca Laird

PLNU Honors Humanities Abroad – Madrid, Salamanca, Toledo and Granada, Spain. Dr. Mark Mann and Mrs. Melissa Mann.

List of partners and affiliates, joint ventures

Partners

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

Affiliates

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

Joint Ventures

SIAS University, China – J-1 Exchange Visitors
Liverpool Hope University – PLNU-Hope short-term faculty-led and semester-long study

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 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.
4. 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.
5. Global Ambassadors and their work experience in OGS. 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.

Respectfully Submitted,

Sandy Soohoo-Refaei

Director, Office of Global Studies

May 25, 2018

Enclosures:

Academic advising summary

Enrollment numbers

Summary and assessment of the Global Ambassador program, insurance, billing, Study Abroad Fair

**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	GELO, AAC&U
OGS PLO 1				X		GELO 2c AACU Skills
OGS PLO 2	X	X				GELO 2a GELO 2c AACU Knowledge
OGS PLO 3				X	X	GELO 2c AACU Knowledge
OGS PLO 4				X		GELO 2c AACU Attitudes

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

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC



for more information, please contact is@aacu.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 diversity and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moolenaar, 95-110. Thousand Oaks, CA: Sage.)

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

	Capstone 4	3	Milestones 2	Benchmark 1
Knowledge <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-descriptions.)	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.)
Knowledge <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, politics, 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, politics, 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, politics, 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, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets 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.
Skills <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.
Attitudes <i>Civility</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.	States minimal interest in learning more about other cultures.
Attitudes <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.	Receptive 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.

*** 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
 - 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

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.

Advising Assessment

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

- Provided one-on-one academic advising, program information, application guidance to students. (goal met by April '18)
- 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 March 15, 2018)
- 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 4th)
- 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 30th)
- Collaborated with specific faculty to align student's major requirements with specific study abroad programs. (Goal met January 2018 and April 2018)
- 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 2017-2018)
- Plan to offer more "Advising on Caf Lane" sessions and host "Application Workshops" in OGS (Goal: 4 sessions in Fall '18 and 4 sessions in Spring '19 semesters)

Goal: To offer high quality study abroad programs

- Evaluated over 10 new study abroad programs and vetted the relevancy, quality and integrity of their academic offerings. (Goal met by February 2018)
- Collaborated with various academic departments to assist staff and students with matching major requirements with appropriate study abroad programs. (Goal met by May 2018)
- Consulted with the language department for a review of the language component of our programs in France and Spain with the goal of meeting department standards and student requirements. (Goal met by April 2018)
- 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 the Middle East, Southeast Asia, South America and Africa (Goal not met yet)

- Met with Department of Art and Design, Spanish program & Kinesiology to align our program offerings with their department offerings (Goal met by January 2018 for Art & Design, Spanish and Kinesiology by May 2018)
- Partnered with the Office of Records, consulted with various departments and reviewed many courses to align the curriculum for the new hybrid PLNU-Hope faculty-led semester program (Goal met by February 2018)
- Consulted with affiliate representatives to review and learn more about programs in Ecuador, Jordan, United Kingdom, Italy etc. (Goal met by April 2018)
- Evaluated all AIFS programs and made recommendations (Goal met by April 2018)
- Plan to map out potential study abroad programs for Art & Design, Theology & Psychology (Meet goal by December 2018)

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 Fall 2017 and Spring 2018)
- Collaborated with Student Financial Services to meet scholarship requirements and evaluate the financial need of scholarship applicants. (Goal met for Fall 2017 and Spring 2018)
- During the 2017-2018 year, over \$21,000 in scholarships were awarded (Goal met by April 2018)
- Plan to offer scholarship workshops in the fall and spring semesters to help students access information and apply for PLNU and outside scholarships. (Goal: two workshops in Fall 18 and two workshops in Spring 2018)
- Plan to update the scholarship section of the PLNU Study Abroad Portal with up to date scholarship information and application instructions.(by December 2018)
- Plan to reach out to underrepresented students by working alongside MOSAIC to bring students information and guidance. (by December 2018)

Goal: To equip and prepare students for studying abroad

- Led Pre-Departure Orientation for students studying abroad. These seminars 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 attended the pre-departure orientation. (Goal met November 2017 and April 2018)
- 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 December 2017)
- 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)
- Require al 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 (Meet goal by December 2018)

Global Ambassadors

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 speak about their experiences and how being abroad challenged them and strengthened their Christian faith.

Since we can only have four students as G.A.'s, we are hoping to create a volunteer program for other study abroad returnees. The goal is to create a network of students who have great knowledge of their programs. If the programs go into effect, we want the volunteers to connect with current study abroad students and talk to them about several topics including tips on what helped them continue with their faith formation in that particular country. Topics for the year are reviewed during our training before the school year begins.

In the sense of global engagement, we tell our G.A.'s to encourage all students to think about the ways they can continue their academics, hobbies, and internships in another country. Being aware of others that may be different than what they are can sometimes help students find themselves. Living and helping people from various cultures can make a student feel more part of the world.

(For GA survey please see next page)

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.

Fall 2017 study abroad fair had the same amount of partner participants as last fall 2016 (14 partners), although the organizations varied. In the spring of 2017 year we had 8 partner organization come to our fair while this year 2018 we had 10 partner organizations. Every year our hope is to get at least one more of our partner organizations to participate in our fairs. We had the same marketing for the fair in both 2016-2017 and 2017-2018. We advertised in the Toilet paper, Lomalink, social media and posted flyers throughout the university.

Billing Practices

Goal: To continue our communication with the Accounting department

Outcome: OGS office continues to update our Payment Tracker and have created a Deposit Tracker for checks that OGS receives for grants, scholarships, refunds, etc.

Goal: Coordinating with partners and providers to make sure payments are correct and on time

Outcome: OGS keeps constant communication with our partners to make sure payments are correct and send out on time.

Insurance

Goal: Enroll students in insurance and pay on time. Due to risk management, we also enroll faculty and other program leaders in insurance.

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.

Goal: New study abroad partners to include insurance coverage for mental health

Outcome: We are working with our new study abroad partner TEAN (The Education Abroad Network) and they will give students a discount on how much the cost for adding mental disorders to the insurance would be. We are also working with our other new partner ISA (International Studies Abroad) to add mental disorders to their insurance coverage. We are currently working on the completion of our goal.

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?

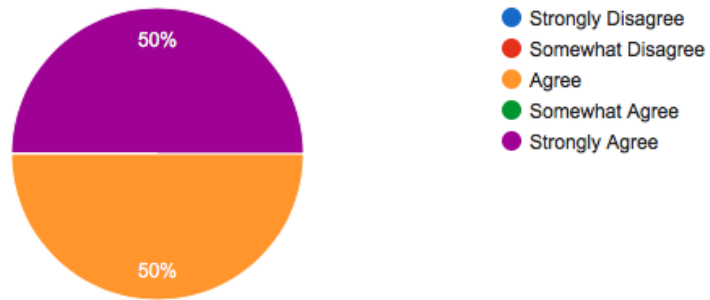
2 responses

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



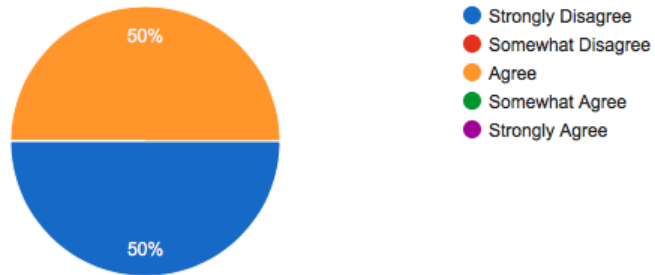
5). The GA position made me feel closer to the PLNU community?

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.

SEMESTER	FY 2017 - 2018 SEMESTER, AFFILIATE & PARTNER	FY 2017 - 2018 FACULTY-LED PROGRAM	FY 2017 - 2018 TOTAL
FALL	50	0	50
SPRING	48	20	68
SUMMER	32	49	81
TOTAL	130	69	199

FLP FA 17 (SEMESTER LONG PROGRAM)	# of Students
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London Semester *As this is a semester long FLP, the student enrollment numbers were included in the semester long category, not the FLP	19
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FLP SP 18	# of Students
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International Business in England & Ireland	20
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FLP SU 18 Courses	# of Students
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Neotropical Ecology Costa Rica	14
PLNU East Asian Culture & Literature	5
PLNU Ghana Business	4
PLNU Ghana Nursing	12
PLNU Humanities Honors Abroad	14