Primary Mission of the Program

- Provide international educational opportunities and encourage the internationalization of campus-wide curricula for our diverse student population.
Primary Mission of the Program
Achieving the Mission (1)

- Encourage international perspectives throughout the instructional program that promote an understanding of the diversity of the human experience.

- Provide opportunities for GCC students to take credit courses suited to an international destination with a focus on transfer and associate degree credit courses.
Achieving the Mission (2)

Provide opportunities for staff and faculty that encourage innovative learning experiences, appreciation of cultural diversity, and cooperation across disciplines.

Promote student success by providing unique opportunities for students to increase their communication and critical thinking skills, global awareness & personal responsibility.

Offer educational opportunities for personal improvement to the entire community.
Achieving the Mission (Bali)
History of the Program

✦ 1990: Board formally establishes the program

✦ 1990–1999: Offerings mostly to Europe
   England, Spain, France, Italy, Czech Rep. & Ireland.

✦ 1999 – present: Truly global offerings
   Offerings increased to include non-European countries in South America, Asia and Oceania.
Programs in 2000’s

- Summer 2000: Bali, Indonesia
- Winter 2002: NZ-Australia-Cook Islands
- Summer 2005: Armenia
- In 2007 we peaked with 110 students participating in four programs:
  - Argentina (Winter)
  - Paris (Spring)
  - Italy (Summer)
  - Armenia (Summer)
Program During Recession

- Summer 2008: Greece (16), France (c)
- Winter 2009: NZ-Aus. (c)
- Summer 2009: Ireland (c), Italy (18), Japan (35)
- Summer 2010: Bali (32)
- Summer 2011: Japan (48 cancelled - tsunami)
- Summer 2012: Bali (24)
- Summer 2013: Bali (23)
- Summer 2014: Japan (29)
Studying Together in Ubud, Bali
Program Expansion

2 Summer Programs & 1 Winter Program

- Summer 2015: Ireland-England (25)
  Bali (22)
- Winter 2016: Italy (20+)
- Summer 2016: Spain
  Bali
- Winter 2017: NZ …awaiting approval
Summer 2016 Instructors:

Bali
- All three instructors have traveled to Bali
- Two instructors have already helped lead study abroad programs to Bali.
- Third instructor visited in summer 2015 to prepare for teaching there in 2016

Spain
- All three instructors have traveled to Barcelona and Madrid.
- Faculty Director studied in Spain, returned many times and has led study abroad programs.
- One instructor visited in summer 2015 to research the program locations.
Program Instructors

- 30+ instructors have participated from across the entire campus
Program

Instructors

- Programs are instructor driven. Instructors submit proposals to the SA Committee.
- Instructors should have travel experience in the geographic region before leading a program.
- SA Director works with instructors to develop itineraries, make all travel arrangements and recruit students.
- Instructors teach classes abroad with same rigor as on campus, adhering to Carnegie hours.
- Instructors are also responsible for program management “outside of the classroom.”
Location Selection

Study Abroad Destinations of Interest (Students Marking "Very Likely" to Participate in Study Abroad)

- Italy: 68%
- France: 60%
- Spain: 58%
- Greece: 57%
- England: 47%
- Australia: 47%
- Brazil: 44%
- Japan: 42%
- Egypt: 40%
- Germany: 37%
- New Zealand: 34%
- Argentina: 31%
- Ireland: 31%
- Armenia: 30%
- Costa Rica: 28%
- China: 26%
Program Selection

- Rigor & value of curriculum offered
  - breadth, academic rigor, fulfillment of GE req (transferability to UC, CSU, USC).

- Relevance of curriculum to country

- Likelihood of attracting students
  - appeal to broad range of students
  - prerequisites
  - popularity and cost of destination
  - prior success of trip or instructor
Hands-On Learning
Program Costs

Students pay all their costs abroad

- Flights
- Accommodations & Food
- Excursions
- Tuition, Fees & Textbooks

- College pays instructor salaries and rental of classroom space
Benefits of the Program

- Offers students an amazing learning experience with transferable units (and better success).
- Offers instructors a unique educational experience that can enrich their overall teaching.
- Educates our students about the global community they live in.
- Promotes budgeting, time management, & communication skills.
- Promotes giving back to the community.
Ubud Cremation Ceremony
## Study Abroad Success Rates

### Overall Success Rates (All Courses in Summer Terms)

<table>
<thead>
<tr>
<th>Year</th>
<th>Study Abroad</th>
<th>All Classes</th>
<th>Study Abroad</th>
<th>All Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2012</td>
<td>34</td>
<td>4,334</td>
<td>97.1%</td>
<td>84.1%</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>47</td>
<td>4,640</td>
<td>97.9%</td>
<td>81.1%</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>26</td>
<td>5,770</td>
<td>100.0%</td>
<td>80.5%</td>
</tr>
<tr>
<td>Total (Three Summers)</td>
<td>107</td>
<td>16,136</td>
<td>98.1%</td>
<td>81.7%</td>
</tr>
</tbody>
</table>
## Study Abroad Success Rates

### Course Success Rates (All Terms, Summer 2012 through Fall 2014)

<table>
<thead>
<tr>
<th>Course</th>
<th>Study Abroad</th>
<th>All Classes</th>
<th>Study Abroad</th>
<th>All Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHR 101</td>
<td>15</td>
<td>1,780</td>
<td>93.3%</td>
<td>56.7%</td>
</tr>
<tr>
<td>ANTHR 104</td>
<td>23</td>
<td>128</td>
<td>100.0%</td>
<td>66.3%</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>19</td>
<td>736</td>
<td>100.0%</td>
<td>66.8%</td>
</tr>
<tr>
<td>JAPAN 102</td>
<td>20</td>
<td>178</td>
<td>100.0%</td>
<td>86.8%</td>
</tr>
<tr>
<td>JAPAN 103</td>
<td>6</td>
<td>62</td>
<td>100.0%</td>
<td>89.9%</td>
</tr>
<tr>
<td>MUSIC 127</td>
<td>24</td>
<td>417</td>
<td>95.8%</td>
<td>76.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
<td><strong>3,658</strong></td>
<td><strong>98.1%</strong></td>
<td><strong>64.6%</strong></td>
</tr>
</tbody>
</table>
Question for students about their study Abroad experience…

“What valuable lessons or skills did you learn outside of the classroom and how has the program changed you as an individual?”
Student Responses

 “I learned cultural sensitivity and respect.”
 “The most valuable lesson I have learned is how to take care of myself and be responsible for my own actions.”
 “My understanding of how to prioritize the things that are most important to not only me, but how these decisions to deal with my priorities will affect others.”
Volunteer Day at a Local School
Student Responses

“I realized how my fear crippled me until now.”

“I learned how to make my own decisions.”

“I’m more aware of the rapid disappearance of unique cultures in rapid globalization.”

“That there are many different ways of living and one is not more right than the other…”
“That it’s OK to step outside your comfort zone and try something new.”

“TIME MANAGEMENT. It’s absolutely essential to be disciplined when it comes to school work & yet flexible about sudden changes on the road.”

“I am so much more open to cultures that are different from mine.”

”How to get along in a group.”
Why we do it
Why we do it