

Final Report for Type B Leave

Title of Leave Project: LRCCD Study Abroad Faculty Support Development

This is the final report for Marcia McCormick's 40% Type B Leave project approved for Fall 2018.

A. Describe the focus of the work proposed and completed during your leave.

Statement of purpose:

1. The purpose of this leave was to develop necessary infrastructure for ongoing support and growth of the LRCCD study abroad program in terms of the faculty role and involvement.
2. Currently the only information available to LRCCD faculty considering applying to teach abroad in the Northern California Study Abroad Consortium (NCSAC) is word of mouth from faculty who have previously taught in the program or individual discussions with faculty, staff, and administrators involved in the program. There is very little general information widely available to faculty regarding the application process, expectations for faculty once selected, resources available to faculty, and overall role and goals for faculty involvement once selected to teach in the program.

Objectives:

1. Objective #1: Creation of a Study Abroad Faculty Resource Guide for our Northern California Study Abroad Consortium (NCSAC) full semester programs. This resource guide will make available to faculty concrete information about the process from submitting an application through the program itself and including after having returned from study abroad.
 - a. This is still in progress. The resource guide has been written and currently the draft is out for review by faculty. Finalization of the document will occur after additional collaboration.
 - b. In order for this to be a comprehensive document I sought input and information from multiple sources.
 1. Traveled to our consortium partners' sites and met with study abroad program administration at San Mateo Community College District and at Santa Rosa Junior College.
 2. Had several conversations over the course of the project with the LRCCD Director of Study Abroad.
 3. Had several meetings with the administrative support team for the study abroad program.
 4. Arranged a group meeting of faculty from across the district who had previously been involved with the NCSAC study abroad program and maintained involvement in the program.
 5. Had many additional meetings one-on-one and in small groups with faculty throughout the district related to study abroad and the development of the resource guide.
 6. Met with several representatives from AIFS. AIFS partners with the NCSAC program and provides all the on ground support for our programs in country in addition to many other support tasks.
 7. Additionally, I had meetings with individuals in various areas/departments across campus such as the ARC Office of Philanthropy, Graphic Design, Counseling, Articulation, Outreach, Financial Aid, and the Center for Leadership and Development.
2. Objective #2: Expand awareness of program throughout district (to administration, faculty, staff, and student groups).
 - a. Initiated contact with Deans of Counseling for all LRCCD colleges. Met with Dean of Counseling at ARC. In follow up I worked with the Articulation Officer to review the course list format to seek feedback and suggestions to ensure ease of use from a counseling and articulation perspective.
 - b. Met with the Center for Leadership and Development Events Coordinator to discuss methods of increasing awareness of the study abroad program across the ARC campus and also across the district.
 - c. Had discussions about the program with the Dean of Equity Programs and Pathways as well as the ARC Outreach Coordinator.
 - d. Created and submitted digital monitor advertisements across the district.
 - e. Created and distributed new program marketing materials across the district.

3. Objective #3: Community Outreach:

a. *One objective in this project is to increase awareness of the program in our community. This can be accomplished through:*

1. *Providing information to students who are attending our feeder high schools.*

- Attended training session at ARC for individuals who do outreach to ARC feeder high schools. I also met with the ARC Outreach Specialist and discussed options for additional study abroad program related outreach to local high schools.

2. *Presenting information to other community organizations.*

- Initial contacts were made but response has been disappointing.

4. Objective #4: Increased outreach to students at LRCCD colleges:

a. *Recruitment efforts:*

1. *Presentations (or tabling) at Freshmen Orientation events in the weeks before the start of Fall 2018 (to participate in events held on at least 2 different college campuses)*

- Arranged to have an information table at all of the New Student Experience (NSE) Sessions at ARC for Fall 2018.

1. The NSE events at ARC were expanded significantly for Fall 2018. All incoming full-time students were invited to participate in a 2-day event. Multiple sessions of the NSE were held in July and August.
2. I arranged for study abroad to have a table on day 2 of the NES program for each session. I did the tabling for the first 2 sessions and arranged for the Spring 2019 faculty to work with me at one event and then take over the recruiting activities for the remaining sessions.
3. I also arranged for study abroad to do a brief presentation on the evening of day 1 of the sessions to parents at the NSE. I did the first 2 presentations and handed off the opportunity for the remaining sessions to the Spring 2019 faculty member.
4. I gave the keynote address at one of the NSE sessions.
5. The ARC Dean of Student Services was extremely supportive of inclusion of study abroad into multiple aspects of the NES. As a result, it provided multiple opportunities to reach a large audience at ARC. However, this resulted in significant additional time commitment which resulted in limiting the focus for this semester to ARC and not being able to also participate at other colleges' pre-semester events.

2. *Assist current Florence Spring 2019 faculty with recruitment efforts*

1. Met with the Spring 2019 study abroad faculty member over summer break to do training/mentorship related to recruiting activities, preparing for teaching abroad, and tips related to the challenges and resources while teaching in the study abroad program and specifically in Florence.
2. Coordinated with the S19 Study Abroad Faculty member to set up additional recruiting opportunities for her through the NSE tabling events.
3. Arranged for the Spring 2019 study abroad faculty member to have a college hour presentation at the beginning of the fall semester at ARC.
4. Coordinated putting up posters and doing on ground advertising at ARC for S19 faculty member.
5. Created multiple versions of digital monitor ads for Florence 2019 program. I created distinct advertisements for use for overall study abroad program promotion, specific advertisements for individual NCSAC programs, advertisements related to campus information sessions, and advertisements specific to various program deadlines. I submitted individual digital monitor advertisements to all colleges across the district for the Spring 2019 Florence program.
6. I also created new advertisements for the Fall 2019 Barcelona program and submitted those to run into Spring 2019 at all four colleges in the district.
7. Created additional marketing materials that were inclusive of all study abroad programs across the district, including NCSAC and summer session programs. These were designed so that they are available for use by both NCSAC faculty and by the faculty promoting summer programs to promote all programs at every recruiting/promotion event. This provides the

opportunity to have overall program promotion approach potentially helping to maximize efficiency of promoting all our study abroad programs. Previously the only marketing materials available were specific to one semester at one location.

b. Recruitment efforts outside of LRCCD including other neighboring community college districts.

1. This was not done due to time limitations. However, marketing materials that can be used in future efforts in this area were created.

5. Objective #5: Creation of funding information support for students considering studying abroad.

- a. The actual documents I had planned to create were not created. In discussions during the semester with the study abroad administrative support personnel they indicated they would be developing something similar. As a result, I focused my efforts in other areas so as not to duplicate tasks. However, the following were some of the tasks I completed related to this objective:
 1. Met with ARC Financial Aid Officer working with the study abroad program.
 2. Met with program coordinators at consortium partner districts to discuss what funding options they had available for their students, what efforts they did to help position their students to receive scholarships, and got tips on how to advise our students related to successful fundraising.
 3. Met with Office of Philanthropy to discuss scholarship opportunities for study abroad students and worked to address a system limitation that minimized scholarship opportunities for some of our study abroad students at our sister colleges. I am continuing to follow up on this issue.
 4. Had discussions with the ARC Outreach Specialist to discuss coordinated efforts related to scholarship seminars and expanding scholarship awareness at ARC.

Challenges:

- During the Fall 2018 semester the district unexpectedly closed down for 10 days in November in response to air quality issues caused by the Camp Fires. Unfortunately, this resulted in some of the meetings I had with administrators being cancelled. After the district reopened, the administrators and faculty I had planned to meet with were on a tighter timeline to complete their own work before the end of the semester and rescheduling meetings during that remaining time was not feasible. The closure also cut into my time availability for contacting outside organizations during the semester.
- Over the semester it became apparent that some of my expectations for the amount of time some tasks would take was overly optimistic. I also underestimated the challenges of getting responses from individuals that I had proposed to meet with. Unfortunately, the follow up with outside contacts was more time consuming than anticipated, often with disappointing results. So, while I had planned to meet with additional groups, administrators, departments, student groups, community groups, etc. I overlooked the simple fact that some of that was actually not in my control. However, I am continuing beyond the time of the leave to follow up on some of those contacts that I have tried to initiate.
- I had planned to give a flex presentation in January 2019 on the topic of teaching abroad in the NCSAC program including an explanation of the process for applying to teach abroad and the faculty selection process. After discussions with the Director of Study Abroad, it was clear that postponing the presentation until Fall 2019 made sense as the process for faculty selection was currently being updated and the details were not finalized. Thus, doing the flex event in August 2019 would be more appropriate as we would have had one full cycle with the new process which would make it easier to document and explain. As the applications are also typically due in December, doing the presentation in August when faculty may be thinking about applying instead of January when the application deadline had just barely passed could be advantageous for faculty. I am scheduled to give this flex presentation in August 2019.

Additional work completed, not originally proposed:

- During the semester the study abroad program gained some excellent and energetic new staff that were trying to learn as much as possible about the complex and multifaceted NCSAC program. As a result, I shifted some of my efforts from originally proposed tasks to coordinating with the newly assigned support staff in the study abroad program. I had multiple meetings with the study abroad program staff to share information about the program and offer assistance as needed. I also documented some of the tasks I have previously done in support of recruitment and marketing to make it easier for the staff to support faculty recruitment efforts.

- I spent additional time in pre-semester recruitment events at ARC to reach more of our entering students by covering additional events associated with the New Student Experience days. Given the opportunity to promote the program directly to parents of our incoming students I felt it was especially important to make the effort to do these additional presentations. This was a unique opportunity to reach out directly to parents and educate them about our programs and about the benefits to students of participation including enhanced personal growth, expanding their resume, and expanding employment marketability. Studying abroad is a major student decision and having parental support is very beneficial for students.
- I attended the pre-departure meeting held at ARC and took photographs to have available for future advertising and recruiting efforts.
- I attended the reception event for the Florence Spring 2019 program with all the students and their parents. I provided support as needed for the faculty member giving the presentation.
- I attended the “Lessons from Abroad Conference” in the Bay Area which focused on how to leverage the study abroad experience into improved job opportunities for returning students.
- During my leave I also provided support to a student applying for the Gilman Scholarship to be able to study abroad. I met with this student to discuss her ideas for their Gilman Scholarship Application and to assist with her application. This student did receive the scholarship and is currently studying abroad in Florence with her family (husband and young children).
- While I was not able to complete all of the ambitious goals I had initially estimated to complete during the Fall 2018 semester, the time allotted to me for this Type B Leave was effectively used for significant support activities for the program as a whole. It will also result in the completion of the major deliverables proposed (Faculty Resource Guide and Flex Presentation). I also look forward to continuing to be involved with supportive efforts for the study abroad program in the future.

B. What was accomplished as a result of your leave?

The main accomplishments associated with this Type B leave include the creation of the Faculty Resource Guide, increased inclusion of faculty into discussions relating to study abroad, and increased communication and coordination across various areas on the ARC campus and across the district on study abroad topics. Additionally, I will be giving a fall semester flex presentation to faculty about the teaching abroad experience as well as the faculty application and selection process for our NCSAC programs.

C. Explain how the work completed during your leave relates to ARC's goals and focus areas, and to the state's professional development guidelines.

New College Strategic Goals:

1. Students First - *The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed.*

1. Community college students are significantly underrepresented in the study abroad student population. (“California Community College Student Outcomes Abroad Research Project”, n.d.). The LRCCD NCSAC study abroad semester program is very unique in the state and provides an opportunity for historically underserved and marginalized student populations to have a more affordable option for studying abroad for a semester compared to the 4-year college program expenses.

2. Clear and Effective Paths - *The College provides easily recognizable pathways to, through, and beyond ARC. Offering well defined and supported pathways provides a foundation for success as students enter the College, make timely progress toward achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career.*

1. This leave provided me the opportunity to meet with individuals across the campus, the district, and the study abroad consortium. The information I gained in the process was valuable toward the other project associated tasks which were aimed at increasing program marketing effectiveness, increasing student participation in study abroad, and increasing faculty awareness and participation in the study abroad program.

2. This Type B Leave project invested in enhancing the study abroad program at LRCCD. That has a direct relation to creating clear and effective paths for our students to degree or certificate completion as well as into potential jobs.
 - a. Study abroad participation is associated with improved professional opportunities for students. Study abroad is also related to enhanced self-esteem and self-efficacy (Zhang, 2011). Self-efficacy is associated with higher academic achievement (Akar, Burcu Doğan, Üstüner, 2018) and career aspiration (Gbadamosi, Evans, Richardson, & Ridolfo, 2015). Community college students who participated in a study abroad program have increased degree or certificate completion within 3 years of starting college. Student participation in study abroad is associated with increased degree completion, improved self-efficacy, and improved marketability (“California Community College Student Outcomes Abroad Research Project”, n.d.).

3. Exemplary Teaching, Learning & Working Environment - *The College ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high- quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create the best conditions for teaching and learning. The College promotes liberation and honors the dignity, humanity, and contributions of all members of our community.*

1. Both the availability of the faculty resource guide and the Fall 2019 flex presentation about teaching abroad will provide resources for faculty considering teaching abroad and as a result they may increase faculty interest in teaching abroad. This may potentially broaden the number of applicants and possibly the diversity of disciplines that apply to teach abroad in the LRCCD NCSAC study abroad programs.
 - a. Ultimately, increasing awareness of the program among faculty and potentially increasing recruitment of faculty from diverse disciplines is advantageous both to students who participate in the program abroad and to students locally as well.
 - b. Teaching abroad provides the opportunity for faculty to globalize the students’ educational experience while abroad through field trips, guest presenters from the local region, and assignments embedded into the local culture or aspects of the local environment. This is an excellent example of innovative and high-quality instruction.
 - c. When faculty return from teaching abroad they bring back into their classrooms locally what they have learned while teaching abroad. This increases globalization of the curriculum and creates an enriched educational experience in their classes in the U.S. after having taught abroad. Thus increasing the diversity of disciplines that have the opportunity to teach abroad increases the breadth of disciplines benefitting from this experience.
 - d. Faculty returning from teaching abroad also become better advocates for the study abroad program upon their return and may encourage other students to investigate their opportunities to study abroad. This may help with future student recruitment and aid the sustainability and growth of the study abroad program.

4. Vibrancy and Resiliency - *The College promotes a culture of innovation, entrepreneurship, sustainability, and transparent communication. Proactive, effective, and efficient operational systems and governance and data-informed approaches to planning, decision-making, and resource allocation provide a high level of service to our students, community, and to one another.*

1. The faculty resource guide helps provide foundational information for faculty interested in teaching in the LRCCD study abroad program. It also provides a mechanism through updates of the resource guide for faculty to add to institutional program knowledge over time. This should increase the efficiency and effectiveness of our recruiting efforts and increased student participation is important for program sustainability. Making the faculty resource guide available across the district is a form of transparent communication about the process of faculty selection as well as expectations for faculty who are selected.

State Guidelines:

Guideline C: *Program and course curriculum or learning resource development and evaluation.*

1. Course curriculum development: active involvement of faculty in teaching abroad may lead to increased globalization of curriculum upon return from their teaching abroad assignment. Increased access to information about the program through the availability of the Faculty Resource Guide may increase faculty interest in applying to teach in the program.

2. Learning resource development: the creation of the study abroad faculty resource guide was the development of a resource to support faculty involvement in study abroad.

D. As a result of your leave, what will you take back with you to your current assignments and/or to the college as a whole (including how you shared or plan to share the results of your project).

As a result of this leave, I have an improved understanding of aspects of how financial aid works for all of our students, not just our study abroad students. This has already been helpful in our departmental discussions related to the development of program maps, discussions of potential new courses or course revisions, and other departmental discussions. Through my meetings with individuals from other college districts in the Northern California Study Abroad Consortium I have been able to provide a broader perspective on the diversity ways in which study abroad programs are organized and supported. It has also allowed me to share relevant information on committees such as the district's International Education Committee. As a result of the information I learned from those site visits I have also been better able to advise students seeking help applying for study abroad scholarships.

Methods for sharing the results of this project include:

1. Making available to district faculty the Faculty Resource Guide for Teaching Abroad in NCSAC programs (draft currently under faculty review)
2. Flex presentation at ARC for faculty about how to apply to teach abroad in the NCSAC program, information on the faculty selection process, and information about the experience and expectations of teaching abroad (scheduled for Fall 2019 at ARC)

References

- Akar, H., Doğan, Y. B., & Üstüner, M. (2018). The Relationships between Positive and Negative Perfectionisms, Self-Handicapping, Self-Efficacy and Academic Achievement. *European Journal of Contemporary Education*, (1), 7–20. <https://doi.org/10.13187/ejced.2018.1.7>
- California Community College Student Outcomes Abroad Research Project. (n.d.). Retrieved March 31, 2019, from <http://globaled.us/cccoar/quantitative-regression-results.asp#top>.
- Gbadamosi, G., Evans, C., Richardson, M., & Ridolfo, M. (2015). Employability and students' part-time work in the UK: does self-efficacy and career aspiration matter? *British Educational Research Journal*, 41(6), 1086–1107. <https://doi.org/10.1002/berj.3174>
- Zhang, Y. (2011). CSCC Review Series Essay: Education Abroad in the U.S. Community Colleges. *Community College Review*, 39(2), 181–200. <https://doi.org/10.1177/0091552111404552>